

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the proposed)	NOTICE OF PUBLIC HEARING
adoption of New Rule I, amendment)	ON PROPOSED ADOPTION,
of ARM 10.58.102 through 10.58.104,)	AMENDMENT, AND REPEAL
10.58.210, 10.58.304 through)	
10.58.309, 10.58.501 through)	
10.58.503, 10.58.505, 10.58.507)	
through 10.58.528, 10.58.601 through)	
10.58.603, 10.58.707, 10.58.801,)	
10.58.802, and the repeal of)	
10.58.201 through 10.58.204,)	
10.58.208, 10.58.409, 10.58.410,)	
10.58.701, and 10.58.704, rules relating)	
to educator preparation programs)	

TO: All Concerned Persons

1. On November 16, 2006 at 9:00 a.m. a public hearing will be held in the conference room at the Office of the Commissioner of Higher Education, 46 North Last Chance Gulch, Helena, Montana, to consider the adoption, amendment, and repeal of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this public hearing or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on November 2, 2006 to advise us of the nature of the accommodation that you need. Please contact Steve Meloy, P.O. Box 200601, Helena, MT 59620-0601, telephone: (406) 444-6576, FAX: (406) 444-0847, e-mail: smeloy@bpe.montana.edu.

3. The proposed new rule provides as follows:

NEW RULE I SUPERVISORS, SCHOOL PRINCIPALS, SUPERINTENDENTS, AND CURRICULUM DIRECTORS (1) The program requires that successful candidates:

- (a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students;
- (b) demonstrate the knowledge and ability to:
 - (i) develop a vision;
 - (ii) articulate a vision;
 - (iii) implement a vision;
 - (iv) steward a vision; and
 - (v) promote community involvement in the vision;
- (c) promote a positive school culture, provide an effective instructional

program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students;

(d) manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;

(e) collaborate with families and other community members, respond to diverse community interests and needs, including Montana American Indian communities, and mobilize community resources in order to promote the success of all students;

(f) act with integrity, fairness, and in an ethical manner in order to promote the success of all students;

(g) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to promote the success of all students; and

(h) complete an internship experience that provides significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

4. The rules proposed to be amended provide as follows, stricken matter interlined, new matter underlined:

10.58.102 PROCESS LEADING TO APPROVAL ACCREDITATION OF PROFESSIONAL EDUCATOR PREPARATION PROGRAMS EDUCATION UNITS

(1) The Board of Public Education shall adopt ~~clear~~ procedures for implementing the process of approving accrediting professional educator preparation programs education units.

(2) ~~The process leading to approval of professional educator preparation programs shall be carried out by visiting teams appointed by the Office of Public Instruction, under procedures established by~~ shall implement the Board of Public Education's procedures by conducting accreditation reviews. ~~These team members shall be broadly representative of the educational community.~~

(a) ~~Visiting team members shall be appointed from a listing of qualified and instructed members of the education community.~~ The Office of Public Instruction shall establish a cadre of qualified educators to serve on review teams.

(i) Team members shall be recommended from higher education and public schools by administrators, supervisors, professional organizations, and educational boards and agencies.

(ii) ~~Those accepted for training as team~~ Team members shall have a minimum of five years of teaching or professional education experience.

(b) ~~Preparation of educators for serving on visiting teams shall be administered by the~~ The Office of Public Instruction and shall involve instruction to include constitutional and statutory authority of the Board of Public Education, basis

~~for state approval and national accreditation, origin and content of state program standards, practical experience at interpreting and applying standards and information on visiting team review procedures~~ administer work sessions to prepare educators for serving on review teams. Work sessions shall include instruction in constitutional and statutory authority of the Board of Public Education, requirements for state and national accreditation, history and content of state standards, practical experience at applying standards, and information on the review procedures.

(c) Performance of team members shall be evaluated by the team chairperson, in conjunction with the Office of Public Instruction coordinator, ~~and shall be used in determination of future participation as members of visitation teams.~~

(d) Team chairs or members shall not be assigned to serve in the review of institutions where a conflict of interest may interfere with the integrity of the review.

(3) Members of the Board of Public Education shall be invited to participate as observers at each unit's program review.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.103 VISITATIONS (1) All professional ~~educator preparation programs~~ education units shall be visited for approval host an accreditation review every seven years or on an adjusted schedule based upon coordination with national accreditation or upon request of an institution or the Board of Public Education.

(2) Joint visitations and cooperation with other accrediting agencies will be encouraged.

(3) A review by the National Council for Accreditation of Teacher Education (NCATE) of the same material covered in subchapters 2, 3, 4 and 6 may be accepted in lieu of the state review.

(4) ~~Institutions~~ Units are required to engage in an ongoing self-study of professional educator preparation programs.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.104 APPROVED ACCREDITED PROGRAMS (1) The Office of Public Instruction shall ~~issue lists of institutions whose programs have met~~ report to the public the professional education unit's meeting the Board of Public Education's standards for professional educator preparation.

(2) Pursuant to 20-4-121, MCA, ~~these lists~~ the report shall also include all ~~programs accredited by professional education units and the corresponding regional and national accreditation agencies, with an identification of the accreditation agency.~~ The report shall include the initial and expiration dates of all accredited programs.

(a) Each ~~institution~~ professional education unit shall annually provide ~~give~~ this information pursuant to (2) to the Office of Public Instruction ~~no later than December 1 of each year. Lists shall indicate the programs approved and the initial and expiration dates of such approval.~~

(b) ~~These lists~~ The report shall be ~~made available~~ accessible to institutions,

school personnel offices, counselors, and others the general public within the state, and to other state education agencies, and shall be posted on the web sites of the Office of Public Instruction and Board of Public Education upon request and as exchanges with education agencies in other states.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.210 CONCEPTUAL FRAMEWORK(S) (1) Each unit shall operate from the basis of a well-defined conceptual framework(s). A conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) distinguishes among the graduates of one institution from those of another.

(a) Faculty members in the unit are expected to collaborate with members of their professional community in developing a conceptual framework(s) that establishes the vision for the unit and its programs. At its discretion, the unit may operate with a single framework for all programs or a different framework for each or some of its programs.

(b) The conceptual framework(s) provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation.

(c) It makes explicit the professional commitments and dispositions that support it, including the commitment to acquire and use knowledge on behalf of P-12 students.

(d) It reflects the unit's commitment to diversity, including the unit's commitment to serving American Indians and implementing Indian Education for All, 20-1-501, MCA, and the preparation of educators who help all students learn.

(e) It reflects the unit's commitment to the integration of technology to enhance candidate and student learning.

(f) The conceptual framework(s) also provides a context for aligning professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators.

(g) The conceptual framework shall incorporate 20-25-104 and 20-25-603, MCA, and address additional Montana state statutes as required.

(2) The conceptual framework(s) provides the following structural elements:

(a) the mission of the institution and unit;

(b) the unit's philosophy, purposes, professional commitments, and dispositions;

(c) knowledge bases including theories, research, the wisdom of practice, and education policies;

(d) performance expectations for candidates, aligning them with professional, state, and institutional standards; and

(e) the system by which candidate performance is regularly assessed.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.304 CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

(1) Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

Assessments indicate that candidates meet professional, state, and institutional standards.

(a) Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.

(b) Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards.

(c) Teacher candidates have a broad knowledge of instructional strategies that draw upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology.

(d) Teacher candidates can apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning.

(e) Candidates for other professional school roles have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities, use current research to inform their practices, use technology in their practices, and support student learning through their professional services.

(f) Candidates are familiar with professional dispositions delineated in professional, state, and institutional standards. They model these dispositions in their work with students, families, and communities.

(g) Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experiences.

(h) Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work, the diversity of students, families, and communities, and the policy contexts within which they work.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.305 ASSESSMENT SYSTEM AND UNIT EVALUATION (1) The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. The unit assessment system

includes all elements of the "rigorous state test" for recommendation for initial licensure. Candidate content knowledge and information from the test is provided to the Office of Public Instruction annually.

(a) The unit has developed an assessment system with its professional community that reflects the conceptual framework(s) and professional and state standards. The unit's system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs. Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points, and at program completion. Assessments used to determine admission, continuation in, and completion of programs, are predictors of candidate success. The unit takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.

(b) The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality. Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. The unit maintains a record of formal candidate complaints and documentation of their resolution. These data are regularly and systematically compiled, summarized, and analyzed to improve candidate performance, program quality, and unit operations. The unit maintains its assessment system through the use of information technologies.

(c) The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit analyzes program evaluation and performance assessment data to initiate changes where indicated. Candidate and faculty assessment data are regularly shared with candidates and faculty respectively, to help them reflect on their performance and improve it.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.306 FIELD EXPERIENCES AND CLINICAL PRACTICES (1) The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

(a) The unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and dispositions. The unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate experiences.

(b) Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, assist teachers or other school personnel, attend school

board meetings, and participate in education-related community events prior to clinical practice. Both field experiences and clinical practice reflect the unit's conceptual framework(s) and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and dispositions delineated in standards. Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to demonstrate proficiencies in the professional roles for which they are preparing. Criteria for clinical faculty are clear and known to all of the involved parties. Clinical faculty are accomplished school professionals. Clinical faculty provide regular and continuing support for student teachers and other interns through such processes as observations, conferencing, group discussion, e-mail, and the use of other technology.

(c) Entry and exit criteria exist for candidates in clinical practice.

Assessments used in clinical practice are linked to candidate competencies delineated in professional, state, and institutional standards. Multiple assessment strategies are used to evaluate candidates' performance and effect on student learning. Candidates, school faculty, and college or university faculty jointly conduct assessments of candidate performance throughout clinical practice. Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and dispositions for helping all students learn. All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.307 DIVERSITY (1) The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. The unit explicitly recognizes the importance of implementing 20-1-501, MCA, by providing experiences that ensure that all school personnel have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, and an understanding of, and appreciation for, the American Indian people. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P K-12 schools.

(a) The unit clearly articulates the proficiencies that program, curriculum, and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning. Candidates learn to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity. Candidates become aware of different teaching and learning styles shaped by cultural influences and are able to adapt instruction and services appropriately for all students, including students with exceptionalities. They demonstrate dispositions that value fairness and learning by all students. Assessments of candidate proficiencies provide data on the ability to help all students learn. Candidates' assessment data are used to provide feedback to

candidates for improving their knowledge, skills, and dispositions.

(b) Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty from diverse ethnic, racial, and gender groups. Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with students from diverse cultural backgrounds, including students with exceptionalities. The affirmation of the values of diversity is shown through good-faith efforts made to increase or maintain faculty diversity.

(c) Candidates interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus and in schools. Candidates from diverse ethnic, racial, gender, and socioeconomic groups work together on committees and education projects related to education and the content areas. The affirmation of the values of diversity is shown through good-faith efforts made to increase or maintain candidate diversity.

(d) Field experiences or clinical practice in settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups are designed for candidates to develop and practice their knowledge, skills, and dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.308 FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT (1) Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

(a) Professional education faculty at the institution have earned doctorates or exceptional expertise that qualifies them for their assignments. School faculty are licensed in the fields that they teach or supervise, but often do not hold the doctorate. Clinical faculty from higher education have contemporary professional experiences in school settings at the levels that they supervise.

(b) Faculties have a thorough understanding of the content they teach. Teaching by professional education faculty reflects the unit's conceptual framework and their research, theories, and current developments in their fields and teaching. Faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Faculty use a variety of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. They assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.

(c) Professional education faculty demonstrate scholarly work in their fields of specialization, including where appropriate, scholarly work related to the education

of Montana American Indians. They are engaged in different types of scholarly work, based in part, on the missions of their institutions.

(d) Professional education faculty provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit's mission. They are actively involved with the professional world of practice in P-12 schools. They are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels.

(e) Professional education faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.

(f) The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of professional education faculty are used to improve teaching, scholarship, and service of the unit faculty.

(g) Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to conceptual framework(s) and performance assessments.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.309 UNIT GOVERNANCE AND RESOURCES (1) The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

(a) The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards. The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services, such as timely advising and counseling. Faculty involved in the preparation of education, P-12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.

(b) The unit receives sufficient budgetary allocations at least proportional to other units on campus or to similar units at other campuses to provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators.

(c) Workload policies, including on-line course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in K-12 schools, and service. Faculty loads for teaching on campus and on-line generally do not exceed 12 hours for undergraduate teaching and nine hours for graduate teaching. Supervision of clinical practice does

not generally exceed 18 candidates for each full-time equivalent faculty member. The unit makes appropriate use of full-time, part-time, and clinical faculty, as well as graduate assistants, so that program coherence and integrity are assured. The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

(d) The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidates' use of information technology in instruction.

(e) The unit allocates resources across programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the unit's assessment plan. The unit has adequate information technology resources to support faculty and candidates. Faculty and candidates have access both to sufficient and current library and curricular resources and electronic information.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.501 GENERAL REQUIREMENTS (1) In the belief that all children deserve the opportunity to learn rigorous content and achieve high standards, all programs for the preparation of candidates for specific endorsement areas shall assure the preparing teacher: All programs require that successful candidates:

(a) demonstrate understanding of and ability to integrate knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana;

(a)(b) understands demonstrate understanding of the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students;

(b)(c) understands how children demonstrate understanding of how students learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development;

(c)(d) understands demonstrate knowledge of how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners, including American Indian learners;

(d) demonstrate understanding of personal cultural and socioeconomic biases and teaching style differences that affect one's teaching;

(d)(f) understands and uses utilize a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills;

(e)(g) uses an demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;

(f)(h) uses demonstrate knowledge of effective verbal, nonverbal, and media, and electronic communication techniques to foster teach the strategies of active

inquiry, collaboration, and supportive interaction in the classroom;

~~(g)~~ (i) plans instruction based on knowledge of subject matter, students, the community, and curriculum goals, and appropriate use of current and emerging technologies;

~~(h)~~ (j) understands and uses formal and informal demonstrate assessment strategies, to ensure the continuous intellectual, social, and physical development of the learner tools, and practices to plan and evaluate effective instruction;

~~(i)~~ emulates the reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, families, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally;

~~(k)~~ demonstrate continued growth in knowledge related to a particular subject area and the teaching of it;

~~(j)~~ (l) fosters demonstrate knowledge of strategies to build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being; and

~~(k)~~ understands the importance of contextual and experiential learning to the success of students and is capable of demonstrating connections between academic learning and the skills required in the present and future workforce.

~~(m)~~ demonstrate the ability to foster contextual and experiential learning and to build connections between academic learning and the skills required in the present and future workforce.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.502 AGRICULTURAL EDUCATION (1) Candidates for agricultural education teacher ~~certification~~ endorsement shall have one year (2000 hours) of practical farm or agricultural-related experience within five years prior to completion of the program.

~~(2) All candidates for agricultural education teacher certification shall demonstrate competence in the following areas. The candidate for agricultural education teacher:~~ The program requires that successful candidates:

(a) demonstrates essential skills and knowledge including the scientific/technical, safety, and career information in the following areas:

(i) agricultural, natural, and environmental resource science;

(ii) agricultural business management and entrepreneurship;

(iii) horticultural science;

(iv) animal science;

(v) crop science;

(vi) soil science;

(vii) food science;

(viii) agriculture mechanical technology;

(ix) biotechnology; and

(x) ~~computer~~ technology applications in agriculture;

(b) demonstrates a philosophy of vocational education, which reflects the unique student/community and industry interaction and includes the biological,

physical, and applied sciences, personal leadership, and school-to-career components ~~which comprise of~~ a comprehensive agricultural education program;

(c) demonstrate competence in the developments of a comprehensive instructional program based on identified agriculture industry demographic and technological advances, including American Indian agricultural contributions, while recognizing the social, economic, and demographic diversity of the community in conjunction with a partnership of students, community, business, industry, tribes, families, and an appointed advisory committee;

~~(d) develops as an integral part of the agricultural education program and the agriculture education student organization, future farmers of America (FFA),~~ demonstrate the development of personal and leadership competencies such as (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork);

(e) demonstrates the ~~necessary~~ skills and abilities to implement and manage student supervised agricultural experience programs including:

- (i) accounting practices;
- (ii) career experiences;
- (iii) entrepreneurial activities;
- (iv) student portfolio development;
- (v) on-site instruction; and
- (vi) job-related skills;

(f) demonstrates the ~~necessary~~ skills and abilities to develop, utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library, media, and electronic technology, and maintain a safe environment during classroom, laboratory, leadership, and supervised agricultural experiences (facilities are related to instructional areas mentioned in (1) ~~above~~);

(g) ~~is able to develop and~~ demonstrate the scientific process ~~as part of~~ critical thinking and problem-solving effort in the preparation of research experiences in the classroom, laboratory, greenhouse, leadership, and supervised agricultural experiences; and

(h) demonstrate research-based strategies to meets the diverse learning needs of all students by applying and integrating the state's learning goals, agricultural workplace competencies, and essential academic learning requirements in program implementation and assessment, including 20-1-501, MCA.

~~(3) A listing of essential indicators for each sub-standard and specified methods of performance assessment will be developed and available for self-monitoring and program review, and as student information on program expectations. This process may result in individual candidate portfolios which demonstrate the level of individual success and, cumulatively, to demonstrate the success of the preparation program.~~

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.503 ART K-12 (1) For the prospective teacher the The program shall requires that successful candidates:

(a) develop competence and a working vocabulary in ~~the following~~:

- (i) art production through developing the ability to present imaginative and original ideas and feelings by creating images in a concentration of one or more of the visual art forms;
- (ii) art history and heritage through developing the ability to understand and appreciate works of art from different cultures, places, and times, to include Montana American Indians;
- (iii) art criticism through developing the ability to analyze and evaluate the structure and significance of works of art and to make reasoned interpretations and judgments about their meaning; and
- (iv) aesthetics, ~~through developing the ability to perceive and understand through subjective explorations of the nature and experience of art, which allows one to formulate informed opinions and to articulate them using appropriate vocabulary; including sensory perception, and the study of the nature and experience of the arts;~~
- (b) ~~develop in the studio setting the ability to produce original and expressive art forms in two- and three-dimensional media, which may include but not be limited to ceramics, drawing, fibers, graphics communication, jewelry, metalwork, multimedia, painting, photography, printmaking, sculpture, and woodworking; use technology as a tool of expression, research, and assessment;~~
- (c) ~~develop the understanding and skills needed to make use of new and emerging technologies in relationship to the study and production of art;~~
- (d) ~~comprehend and recognize~~ appropriately use copyright and patent laws in relation to original art works and reproductions;
- (e)(d) ~~provide the understanding of and the ability to develop sequential visual arts curricula with a mission and scope that assures student development and competence in a variety of media;~~
- (f)(e) ~~acquire~~ demonstrate an understanding of:
 - (i) the stages of graphic development as it relates to art curriculum, and ensuring that the scope and sequence of the curriculum is age appropriate;
 - (ii) the necessity of creating an environment of empathy, tolerance, and emotional safety in the art classroom;
 - (iii) the health and safety aspects of studio work, including materials, tools, equipment, classroom design, and procedures; and
 - (ii) (iv) budgeting and purchasing; and
 - (v) copyright issues and their complexity;
- (g)(f) ~~acquire an understanding of and ability to develop and use appropriate assessment strategies for assessing evaluating student progress and accomplishments in the visual arts, such as portfolio review, interviews, group and individual performance tasks, and research and writing about aesthetics, criticism, art heritage and art production as aligned to the Montana standards for visual arts, as well as other standards where the arts are integrated with technology and the content areas;~~
- (h)(g) ~~understand and connect art with other disciplines; and~~
- (i)(h) ~~develop the ability to advise and encourage students about higher education and career opportunities related to the study and production of art and art related fields. introduce career opportunities in art and art related fields, and encourage and advise students about postsecondary options.~~

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.505 BUSINESS AND INFORMATION TECHNOLOGY EDUCATION

(1) ~~The business and information technology education program shall provide the prospective teacher with the ability to~~ requires that successful candidates:

~~(a) understand and use~~ demonstrate a variety of collaborative efforts to enhance the curricula including, but not limited to, advisory committees, business partnerships, tech prep, school to work, applied academics, technology integration, career planning, cooperative education, ~~and curriculum integration, and Indian Education for All (20-1-501, MCA);~~

~~(b) organize and advise a vocational student organization such as DECA, an association of marketing students, or Business Professionals of America (BPA);~~

~~(c) promote and model the lifelong business learner by involvement in a variety of professional activities;~~

~~(d) communicate to all publics and understand the use of follow-up studies of graduates for the purpose of curriculum development and enhancement;~~

~~(e) facilitate the learning of constantly changing subject matter in a dynamic learning environment with diverse students;~~

~~(f) assess student progress to alter and enhance the learning environment to optimize student success;~~

(b) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork);

~~(g)(c) understand~~ demonstrate and apply the philosophy and objectives of career and technical education;

~~(h) (d) demonstrate effective classroom management techniques and modify the curriculum to meet a variety of student needs;~~

~~(i) present and apply the principles and procedures of operating systems management, network management, system maintenance and troubleshooting;~~

~~(j) (e) identify the methods for selection and application of the tools of technology as they relate~~ relating to personal and business decision making;

~~(k) (f) demonstrate and apply the use of current and emerging technologies used by business, industry, and education;~~

~~(l)(g) understand, use, and present the~~ demonstrate basic concepts of effective oral and written communications ~~including development of effective listening skills and selection of proper media of business communications;~~

~~(m)(h) understand and present~~ demonstrate ethical and social responsibilities related to business and the legal framework for personal, business, and social interactions;

~~(n)(i) identify and present~~ demonstrate the skills needed to successfully obtain and maintain employment;

~~(o)(j) identify careers and opportunities in business and related occupational fields;~~

(k) and assess the student interests, aptitudes, personal qualities, and other information necessary for students to make informed career choices;

- ~~(p) complete a related occupational experience or internship in education;~~
- ~~(q)(l) understand and present demonstrate effective techniques for managing employees work stations, personnel relations, and the budgeting of time and resources;~~
- ~~(r)(m) identify and apply marketing and merchandising concepts, and management fundamentals;~~
- ~~(s)(n) develop the ability to organize, manage, and synthesize information to make wise business decisions;~~
- ~~(t)(o) understand and present effective demonstrate techniques for business problem solving;~~
- ~~(u)(p) identify and apply interpersonal, teamwork, and leadership skills necessary to successfully function in multicultural business and social settings;~~
- ~~(v)(q) facilitate conduct research activities in domestic and international business;~~
- ~~(w) present and apply the principles of the United States economic system and its role in the global economy;~~
- ~~(x) understand and present the basics of a free enterprise system, as well as other economic systems;~~
- ~~(y) understand and apply analytical tools needed to make informed personal and societal decisions regarding short-term and long-term economic issues;~~
- (r) demonstrate and apply principles of economics, free enterprise, and global economies;
- ~~(z) (s) present demonstrate and apply the basic concepts of personal consumer economic finance skills, social and government responsibility, and business practices;~~
- ~~(aa)(t) understand and present demonstrate the role of entrepreneurship in our economy economies and the process of starting and maintaining a business;~~
- ~~(ab)(u) understand and present demonstrate accounting procedures to make decisions about planning, organizing, and allocating resources; and~~
- ~~(ac) apply the appropriate mathematical functions to solve a variety of business problems; and~~
- ~~(ad)(v) present demonstrate the different functional areas of business as interrelated parts rather than distinct and separate entities.~~

AUTH: 20-2-114, 20-2-121(4), MCA

IMP: 20-1-501, 20-2-121, 20-4-120(4), MCA

10.58.507 DRAMA THEATRE (1) For the prospective drama teacher the program shall provide a structural framework which demonstrates: The program requires that successful candidates:

- (a) explicit goals, procedures and rationales in an identifiable program for prospective drama teachers; demonstrate the ability to create curriculum, instruction, and assessment for K-12 students in a school theatre program to make students aware of the process of artistic creation, from creating and performing to responding;
- (b) articulation demonstrate knowledge of program goals, procedures, and rationales to faculty, students, and administrators; for a school theatre program;
- (c) the effort to integrate on-campus content and methods and field

~~experiences throughout the program; integrate activities with outside performances utilizing the latest methods of theatre practice and appreciation; and~~

~~(d) the modeling of pedagogy and attitudes which reflect current research on the theory and practice of teaching drama theatre.~~

~~(2) The program shall provide an academic strand which includes: Candidates demonstrate understanding and knowledge of:~~

~~(a) knowledge of theater theatre as a social and aesthetic experience and a reflection of culture, including Montana American Indian cultures, a broad view of the history of ~~theater theatre~~ and acquaintance with representative plays of past and present;~~

~~(b) knowledge of the relationship between the actor, the literature, and the audience, including the actor's ability to assess personal growth; and~~

~~(c) an understanding of the educational function of ~~theater theatre~~ in the school setting, helping students develop life skills and better understand themselves, others, and the world.~~

~~(3) Teacher eCandidates will be provided shall have experience with performance, in order to develop:~~

~~(a) the ability to direct/supervise a theatrical production/activity with artistic integrity, including supervision of appropriate selections (being mindful of community standards), analysis, casting, rehearsal, and performance, and supervision;~~

~~(b) the ability to manage/supervise the technical requirements of a theatrical production/activity by effectively planning and executing scenery, lights, make-up, sound, properties, costumes, and special effects, promotion and publicity; and~~

~~(c) the ability to use production/ or activity as a measurement/evaluations for projecting of current and future goals and objectives; and~~

~~(d) the ability to manage, promote and publicize an activity or production.~~

~~(4) Preparing teachers develop the ability to Candidates interact with the community, in order to as a resource person who:~~

~~(a) serve as a school's resource person contributes in the development of facilities; ;~~

~~(b) supervises preparation of classroom projects, assembly programs, or any activity in which that involves elements of ~~theatre theater~~ are central;~~

~~(b) (c) assists planning comprehensive ~~theater theatre~~ and/or other fine arts curriculum including video/film; and~~

~~(c) (d) promote an appreciation of advocates in their school and the larger community for theatre theater instruction and performances; and,~~

~~(d) build a commitment to professional growth.~~

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.508 ELEMENTARY (1) ~~Candidates for elementary teacher certification shall demonstrate the following knowledge and skills The program requires that successful candidates:~~

~~(a) Development, learning and motivation knowledge and skills shall be demonstrated by candidates who know, understand, demonstrate knowledge and understanding and use the major concepts, principles, theories, and research~~

related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation;

(b) ~~Curriculum knowledge and skills shall be demonstrated by candidates who know, understand,~~ demonstrate knowledge and understanding and use the central concepts as outlined in Montana's student content and performance standards, tools of inquiry, and structures of content for students across grades K-8 and can engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels. Candidates shall:

(i) demonstrate a high level of competence in the use of English language arts and ~~they know, understand,~~ demonstrate knowledge, understanding, and use concepts from reading, language, literature, and child development to teach reading, writing, speaking, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas;

(ii) ~~know, understand,~~ demonstrate knowledge and understanding of and use the fundamental concepts in the subject matter of science, including physical, life, and earth, and space sciences, as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, including American Indian scientific contributions, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy;

(iii) ~~know, understand,~~ demonstrate knowledge and understanding of and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra, in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data;

(iv) ~~know, understand,~~ demonstrate knowledge and understanding of and use the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics, and an understanding of the social sciences (such as e.g., anthropology, archaeology, ~~economics,~~ political science, psychology, and sociology), and other related areas (such as e.g., humanities, law, philosophy, religion, mathematics, science, and technology), to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world, including meeting the requirements of 20-1-501, MCA;

(v) ~~know, understand,~~ demonstrate knowledge and understanding of and ~~use as appropriate to their own understanding and skills~~ the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among students;

(vi) ~~know, understand,~~ demonstrate knowledge and understanding of and use the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to health enhancement; and

(vii) ~~know, understand,~~ demonstrate knowledge and understanding of and use interdisciplinary connections to integrate subject matter contents, employing

inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences;

~~(c) Instructional knowledge and skills shall be demonstrated by candidates able to plan and implement instruction based on knowledge of individual students, learning theory, subject matter, curricular goals, and community.~~ Candidates:

~~(i) demonstrate their understanding of how students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse learners;~~

~~(ii) demonstrate their understanding of and use a variety of teaching routines and strategies that encourage students' development of critical thinking, problem solving, and performance skills;~~

~~(iii) use their apply knowledge and understanding of individual and group motivation and behavior among students to foster develop active engagement in learning, self motivation, and positive interaction and to create supportive learning environments; and~~

~~(iv) use their apply knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster develop inquiry, collaboration, and supportive interaction.~~

~~(d) Assessment knowledge and skills shall be demonstrated by candidates who know, understand, demonstrate knowledge and understanding of and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social-emotional, and physical development of each student.~~

~~(e) Professionalism knowledge and skills shall be demonstrated by candidates who understand and exhibit practices and behaviors of a professional educator. Candidates:~~

~~(i) are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions, revising practices appropriately and actively seeking out opportunities to grow professionally;~~

~~(ii) know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social-emotional, and physical growth of children; and~~

~~(iii) foster relationships with school colleagues and others in the community to develop an infrastructure of support for students' learning and well-being.~~

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.509 ENGLISH/LANGUAGE ARTS (1) For the prospective English/language arts teacher ~~†The program shall provide a structural framework which demonstrates~~ requires that successful candidates:

~~(a) explicit goals, procedures and rationales in an identifiable program~~ apply theory and practice of English/language arts throughout program preparation and performance requirements;

~~(b) articulation of program goals, procedures and rationales to faculty, students and administrators~~ demonstrate skills and strategies used in creating an inclusive and supportive learning environment in which all students engage in

_____;

(c) ~~program-wide integration of content and methods on-campus and in field experiences; and demonstrate the implementation of instruction and assessment that assist students in developing skills and habits in critical thinking;~~

(d) ~~modeling by both English and education instructors of effective pedagogy and attitudes and use of classroom methods which reflect and apply knowledge of current research regarding the theory and practice of teaching English/language arts. make connections between the English/language arts curriculum and developments in culture, society, and education;~~

(e) ~~engage their students in activities that demonstrate the role of the arts, humanities, and other content areas in English/language arts; and~~

(f) ~~demonstrate understanding of legal and ethical issues in English/language arts such as freedom of expression and censorship.~~

(2) ~~In addition, the program shall provide understandings of English/language arts content, including:~~

(a) ~~language, acquired through knowledge and application of:~~

(i) ~~the developmental processes by which individuals acquire, understand and use language;~~

(ii) ~~the history, structure and purpose, as well as the nonverbal, symbolic and semantic systems of language;~~

(iii) ~~the linguistic, rhetorical and stylistic concepts that influence the substance and structure of oral and written discourse;~~

(iv) ~~the concept of grammar as the paradigm of varying linguistic schools of thought; e.g., structuralism, transformational/generative grammar, cognitive linguistics; and~~

(v) ~~dialects and levels of usage; i.e., the influence of social, regional, economic, and cultural factors on language variations and use;~~

(b) ~~literature, acquired through knowledge and application of:~~

(i) ~~varied approaches to stimulating student responses to literature, including nonprint media, through speaking, writing, acting, and producing visual arts, film and print media (such as posters, dioramas, videotapes, hypercard stacks);~~

(ii) ~~a broad selection of multi-cultural contemporary and traditional literature which includes adolescent literature, literature of various genres, minority literature, literature by women and nonprint media; and~~

(iii) ~~varied approaches to critical literary theory, including classical and contemporary ways to respond to, discuss, understand and evaluate literature, including nonprint media;~~

(c) ~~the reading process, acquired through knowledge and application of:~~

(i) ~~ways readers adjust strategy to purpose, including reading for pleasure, for information and for insight into values and conflicts;~~

(ii) ~~strategies readers can use to discover meaning and monitor their own comprehension, the role of prior knowledge, the various modes of thought; i.e., metacognition;~~

(iii) ~~linguistic and cognitive bases of reading;~~

(iv) ~~levels of comprehension, such as literal, interpretive, creative; and~~

(v) ~~direct instruction, modeling and functional reading;~~

(d) ~~the writing process, acquired through knowledge and application of:~~

- ~~(i) ways student writers select a topic, generate and organize ideas and choose language appropriate to the writing purpose;~~
- ~~(ii) direct instruction (about organizational patterns, mechanics, language structures, usage, etc.), modeling (teachers as writers and processes of professional writers), and conferencing (careful questioning of individual students about writing to help them focus and write well);~~
- ~~(iii) various formats (such as narration, exposition, letter, poem, journal, etc.) for a variety of purposes and audiences;~~
- ~~(iv) the linguistic, rhetorical and stylistic concepts that influence the substance and structure of written discourse;~~
- ~~(v) revision strategies which improve the development of ideas and content, organization, and voice in their own and others' writing;~~
- ~~(vi) editing techniques, which improve word choice, sentence fluency, conventions (e.g., grammar, capitalization, punctuation, usage, spelling, paragraphing) and enhance readability in their own and others' writing;~~
- ~~(vii) evaluation which allows students and teachers to identify, assess, and interpret student progress in writing for a variety of contexts and purposes; and~~
- ~~(viii) publish and/or share their own writing through student publications, computer networks, symposiums, and other displays;~~
- ~~(e) different forms of oral discourse, acquired through knowledge and application of:~~
 - ~~(i) the composing process to practice, model and help students speak in various situations, including platform speaking, small group communication and media communication (e.g., teleconferencing, taping, broadcasting);~~
 - ~~(ii) the linguistic, rhetorical and stylistic concepts that influence the substance and structure of spoken discourse;~~
 - ~~(iii) practicing, demonstrating, and helping students prepare for argumentation, persuasion and oral interpretation;~~
 - ~~(iv) the listening process, including sensing, interpreting, evaluating, and reacting for various purposes;~~
 - ~~(v) strategies for dealing with external and internal barriers to effective listening; and~~
 - ~~(vi) nonverbal communication;~~
- ~~(f) nonprint media, acquired through knowledge and application of:~~
 - ~~(i) the nature, function and structure of nonprint and nonverbal media and their relationships to print media; and~~
 - ~~(ii) the composing process in various media and for various purposes and audiences through modeling and helping students;~~
- ~~(g) thinking skills, acquired through knowledge and application of:~~
 - ~~(i) methods of gathering, analyzing and presenting information;~~
 - ~~(ii) logical and creative thinking and problem solving skills for a variety of situations;~~
 - ~~(iii) methods of helping students evaluate facts, images, inferences, implications, and judgments;~~
 - ~~(iv) the decision-making and reasoning processes; and~~
 - ~~(v) writing as a generative process.~~
- ~~(3) The program shall provide a pedagogy for English/language arts, which~~

includes:

- ~~(a) instructional planning and delivery, with practice in:
 - ~~(i) selecting, designing, organizing and employing objectives, strategies and materials for the English/language arts program;~~
 - ~~(ii) incorporating research findings into the instructional program and curriculum;~~
 - ~~(iii) communicating the philosophy and goals of the English/language arts curriculum to students, parents, lay audiences and other educators;~~
 - ~~(iv) designing contexts in which students have a purpose for creating, improving, and evaluating their own and others' communication;~~
 - ~~(v) formulating questions and learning to help students formulate questions at varying levels of abstraction to elicit personal responses as well as facts and inferences;~~
 - ~~(vi) organizing students for effective whole class, small group and individual work;~~
 - ~~(vii) using a variety of instructional strategies, materials, and technology appropriate to students; cultures, gender and learning styles; and~~
 - ~~(viii) developing strategies and processes for encouraging and implementing writing across the curriculum;~~~~
- ~~(b) knowledge of and experience with assessment, including practice in:
 - ~~(i) designing or selecting assessment methods appropriate for instructional and curricular decisions;~~
 - ~~(ii) preparing and using varied assessment methods and procedures appropriately to match curriculum and levels of thinking;~~
 - ~~(iii) communicating assessment results to students, parents, lay audiences and other educators;~~
 - ~~(iv) learning how to help students develop self-assessment methods; and~~
 - ~~(v) responding specifically and constructively to a student's oral and written discourse.~~~~
- ~~(4) Preparation programs shall develop positive attitudes for English/language arts which:
 - ~~(a) demonstrate a concern for students, including:
 - ~~(i) a recognition that all students are worthy of a teacher's attention;~~
 - ~~(ii) a desire to use the English/language arts curriculum to help students become familiar with and tolerant of diverse peoples and cultures;~~
 - ~~(iii) a respect for the language, dialect and heritage of each student;~~
 - ~~(iv) a desire to help students grow by encouraging creative and responsible uses of language;~~
 - ~~(v) a willingness to adapt objectives, methods and materials for instruction to match students' needs;~~
 - ~~(vi) a willingness to respond critically to different media and to encourage students to do the same; and~~
 - ~~(vii) an understanding of and appreciation for freedom of expression, particularly as it affects the rights and responsibilities of students;~~~~
 - ~~(b) demonstrate a commitment to professionalism, including:
 - ~~(i) continued professional growth in the teaching of English/language arts;~~
 - ~~(ii) pride in the teaching of English/language arts;~~~~~~

- ~~(iii) dedication to life-long practice in communication;~~
- ~~(iv) recognition of the value of professional collaboration;~~
- ~~(v) willingness to make informed, reflective decisions on current issues of professional concern;~~
- ~~(vi) sensitivity to the impact that events and developments in the world outside the school may have on teachers, their colleagues, their students and the English/language arts curriculum; and~~
- ~~(vii) dedication to interaction with colleagues, both in teaching and administration, which reflects an understanding of and compliance with important ethical standards.~~

- ~~(5) Each program shall provide field-based experiences in which students:~~
 - ~~(a) observe and participate in language arts classrooms at elementary, middle, and high school levels with qualified teachers prior to student teaching;~~
 - ~~(b) are able to achieve the program objectives through teaching experience in an English/language arts classroom supervised by a qualified teacher and a university/college supervisor during student teaching; and~~
 - ~~(c) are meaningfully exposed to the rigors of teaching, yet allowed reasonable time for reflection, self-evaluation, and interaction with colleagues.~~

(2) Candidates are knowledgeable about language, oral discourse, reading processes, writing processes, literature, print and non print media, and technology, research theory and findings. Candidates demonstrate:

- (a) knowledge of and skills in the use of the English language;
- (b) knowledge of and skills in the use of oral discourse;
- (c) knowledge of and skills in the use of reading processes;
- (d) knowledge of and skills in writing processes;
- (e) knowledge of and skills in using an extensive range of literature, including works by Montana American Indians;
- (f) knowledge of and skills in the use of print and non print media and technology in contemporary culture;
- (g) knowledge of research theory and findings in English/language arts; and
- (h) the disposition and skills needed to integrate knowledge of English/language arts, students, and teaching.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.510 STUDENTS WITH DISABILITIES EXCEPTIONAL CHILDREN K-

12 (1) The following standard pertains to programs for preparing teachers of students with disabilities—early intervention through grade 12. This standard, applicable to all areas of special education, is designed to prepare an individual to provide a range of educational services for students with disabilities. This standard refers to students who have cognitive delay, hearing impairment, deafness, speech/language impairment, visual impairment, emotional disturbance, orthopedic impairment, other health impairments, learning disability, deaf-blindness, child with disability, autism, and/or traumatic brain injury. The standard represents a common set of expectations across all areas for the preparation of teachers serving students with disabilities. The program shall require demonstrated competence in the

following areas requires that successful candidates:

~~(a) demonstrate an understanding of the philosophical, historical, and legal foundations of special education;~~ students will exhibit an understanding of:

(b) demonstrate an understanding of the similarities and differences in human development, knowledge of characteristics of learners of all ages and the educational, cultural, and environmental implications of characteristics of various exceptionalities, including implications for Montana American Indian learners;

(c) demonstrate knowledge of exceptional conditions and the impact of learners' academic and social abilities, attitudes, interests, values, beliefs, and cultures on instruction and career development, including the impact on Montana American Indians;

(d) demonstrate the ability to effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways, and promote and advocate the learning and well-being of individuals with exceptional learning needs;

(e) create learning environments for individuals with exceptional learning needs that foster positive social interactions, cultural understanding, safety, emotional well-being, and active engagement;

(f) demonstrate knowledge and understanding of typical and atypical language development and the ways in which exceptional conditions interact with an individual's experience with and use of language, and demonstrate knowledge and use of individualized strategies to enhance language development and teach communication skills;

(g) demonstrate knowledge of and apply research-based instructional strategies to individualize learning, and to plan, develop, implement, modify, and evaluate curriculum;

(h) demonstrate knowledge of multiple types of assessment information for educational decisions; demonstrate knowledge of legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, and understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results;

(i) demonstrate knowledge of individualized decision making and instruction and develop individualized instructional plans integrating general and special education learning expectations;

(j) demonstrate understanding of personal, cultural, and socioeconomic biases and how teaching style differences affect one's teaching; and

(k) demonstrate understanding of ethical and professional practices.

~~(i) national, state, and local laws, administrative policies, and procedures affecting persons with disabilities. Students will be able to:~~

~~(A) describe major components of the Individuals with Disabilities Education Act (IDEA);~~

~~(B) describe major components of Section 504 of the Rehabilitation Act and The Americans with Disabilities Act (ADA);~~

~~(C) demonstrate use of the Montana Special Education Reference Manual (MSERM) and Montana Technical Assistance Documents as resources to identify accurate policy and procedure information; and~~

- ~~(D) use state forms in the special education process.~~
- ~~(ii) models, theories, and philosophies that provide the basis for past and current special education practice. Students will be able to:~~
 - ~~(A) demonstrate knowledge of basic models and theories in the major disability areas;~~
 - ~~(B) describe the past and current philosophical issues in special education;~~
 - ~~(C) describe the historical treatment of persons with disabilities;~~
 - ~~(D) describe the impact of culture on identification and services to persons with disabilities; and~~
 - ~~(E) articulate personal philosophy of special education including its relationship to/with general education.~~
- ~~(b) In characteristics of learners of all ages, students will exhibit an understanding of:~~
 - ~~(i) characteristics of exceptionalities and their effects on students' abilities to learn. Students will be able to:~~
 - ~~(A) identify the 13 legal categories and other recognized categories (i.e., ADHD and FAE/FAS) of disability and identification criteria for each category at both the federal and state levels;~~
 - ~~(B) recognize individual variations within each major disability category;~~
 - ~~(C) demonstrate knowledge of typical and atypical development of children; and~~
 - ~~(D) describe the educational impact of major types of disabilities so that appropriate supports and accommodations can be provided.~~
 - ~~(ii) characteristics and effects on learning and life of the child and the family including environment, cultural, linguistic, socioeconomic, medical and health, gender, and other factors. Students will be able to:~~
 - ~~(A) discuss multiple external factors that will influence individual student's life and learning;~~
 - ~~(B) discuss the concept and the impact of intra-individual differences on individual student's life and learning; and~~
 - ~~(C) describe the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with exceptionalities.~~
- ~~(c) In assessment, evaluation and program development:~~
 - ~~(i) students will exhibit an understanding of the evaluation/eligibility process. Students will be able to:~~
 - ~~(A) describe the steps of the evaluation/eligibility process;~~
 - ~~(B) demonstrate knowledge of routine screening procedures;~~
 - ~~(C) describe the purpose, roles and strategies generated through the pre-referral and referral process;~~
 - ~~(D) demonstrate familiarity with the forms used in the evaluation/eligibility process;~~
 - ~~(E) demonstrate an understanding of the multidisciplinary team concept;~~
 - ~~(F) demonstrate the understanding and ability to coordinate yearly and three-year evaluations; and~~
 - ~~(G) create and maintain student records.~~
 - ~~(ii) students will develop, select, administer and interpret formal and informal assessment techniques and instruments. Students will be able to:~~

- ~~(A) describe strengths and limitations of the most commonly used assessment tools across the disability categories;~~
- ~~(B) select, use and interpret various formal and informal assessment instruments and results (e.g., grade scores versus standard scores, percentile, ranks, age/grade equivalents and stanines);~~
- ~~(C) implement a functional assessment and curriculum based assessment;~~
- ~~(D) describe the discriminatory and ethical issues surrounding assessment;~~
- ~~(E) conduct a family/home environment and person-centered assessment;~~
- ~~(F) gather background information regarding academic, medical and family history;~~
- ~~(G) gather and compile relevant information from the student, family and others that reflects their interests and goals for post-school employment and/or education;~~
- ~~(H) use one of many available methods to determine parent priorities for their child's education as part of the assessment and program planning process; and~~
- ~~(I) demonstrate an understanding of assessments used in general education.~~
- ~~(iii) students will convert assessment information into appropriate educational program plan and placement recommendation. Students will be able to:~~
 - ~~(A) demonstrate an understanding of the continuum of service options and the legal requirement for placement in the least restrictive environment;~~
 - ~~(B) demonstrate ability to translate assessment data into implications for educational programming and placement;~~
 - ~~(C) demonstrate ability to translate assessment data into an individualized educational program (IEP) including adaptations needed to support students in the least restrictive environment;~~
 - ~~(D) develop present level of performance, long term goals, and short term objectives as part of the development of an IEP;~~
 - ~~(E) assess progress in all areas, being able to:~~
 - ~~(I) develop data collection processes;~~
 - ~~(II) display and communicate data; and~~
 - ~~(III) use data for decision making;~~
 - ~~(F) develop a transition plan that insures that school activities focus on identified post-school goals;~~
 - ~~(G) develop short term objectives that include conditions, observable behavior, criteria for success, evaluation procedures and schedules; and~~
 - ~~(H) use a variety of ways to monitor progress in the IEP.~~
- ~~(d) For curriculum and instructional methods, students will:~~
 - ~~(i) identify, evaluate, select, adapt and use curriculum materials to develop motor, cognitive, academic, social, language, affective, vocational, and functional life skills for individual students based on their needs. Students will be able to select, develop and use a variety of curricula for meeting the needs of students with diverse abilities;~~
 - ~~(ii) be able to work as a partner with general education teachers to support students with identified disabilities in general education classrooms to the maximum extent possible. Students will be able to:~~
 - ~~(A) collaborate with the general education teacher to plan instruction for the regular classroom in a way that allows for instruction to be differentiated to~~

~~accommodate students with diverse needs;~~

~~(B) collaborate with the general education teacher to co-teach appropriate subjects and lessons of the general education curriculum, ensuring that the needs of students with disabilities are being met;~~

~~(C) provide information to the general education teacher about adaptations and modifications that are needed on an ongoing basis by individual students with disabilities; and~~

~~(D) collaborate with the general education teacher to ensure that the progress of students with disabilities is evaluated.~~

~~(iii) demonstrate an ability to translate the IEP into daily lesson planning;~~

~~(iv) demonstrate an awareness of and ability to use and provide access to assistive technology;~~

~~(v) demonstrate an understanding of facilitating major educational transitions from preschool to adult life.~~

~~(e) In planning and managing the teaching and learning environment, students will:~~

~~(i) demonstrate competence in individual and group management techniques using techniques based upon humanistic, behavioral, and cognitive psychological theories;~~

~~(ii) demonstrate ability to effectively structure education activities that involve heterogeneous groups of students;~~

~~(iii) demonstrate ability to establish and maintain physically and psychologically safe and healthy learning environments that promote development and learning, value diversity and encourage self-advocacy and increased independence;~~

~~(iv) use strategies to coordinate, plan, supervise, and monitor the work of paraprofessionals, volunteers, parents, peer tutors and other related service providers to support the needs of students with disabilities in a variety of school and non-school settings;~~

~~(v) demonstrate an awareness of and ability to use technological advances to facilitate accessing information, record keeping, and instruction;~~

~~(vi) be able to design, structure and manage daily classroom routines, including transition time, effectively for students, other staff, and the general classroom; and~~

~~(vii) utilize structured and non-structured approaches to create opportunities for students with disabilities to interact with their typical peers in respected, age-appropriate roles and activities.~~

~~(f) In supporting students with challenging behaviors, students will:~~

~~(i) describe a variety of psychological perspectives of individual student behaviors;~~

~~(ii) demonstrate an understanding of the applicable laws, rules and regulations, procedural safeguards and ethical concerns when addressing the behaviors of individuals with exceptional needs;~~

~~(iii) demonstrate ability to identify, evaluate, select, adapt, and use a variety of techniques to prevent problem behavior and promote appropriate student behavior (e.g., social skills, modifying learning environments, cognitive strategies, behavior techniques including reinforcement strategies);~~

- ~~(iv) be able to write behavioral objectives and positive behavior intervention plans for individual students. Students will be able to:~~
 - ~~(A) conduct a functional behavior assessment;~~
 - ~~(B) write positive behavior intervention plans; and~~
 - ~~(C) maintain necessary documentation.~~
 - ~~(v) demonstrate competence in using strategies for crisis prevention/intervention;~~
 - ~~(vi) demonstrate an understanding of attitudes and behaviors that positively or negatively influence behavior of individuals with exceptional learning needs; and~~
 - ~~(vii) describe the importance of considering cultural and family diversity in addressing student behaviors.~~
- ~~(g) In communication and collaborative partnerships, students will:~~
 - ~~(i) demonstrate competence in the ability to work ethically and constructively with school personnel. Students will be able to:~~
 - ~~(A) utilize a variety of models for collaboration and co-teaching in classroom settings;~~
 - ~~(B) demonstrate competence in identifying, selecting, accessing and using school and community resources;~~
 - ~~(C) work collaboratively with administrators, general education teachers, paraeducators, volunteers, peer tutors and other related service providers in the classroom; and~~
 - ~~(D) collaborate with general classroom teachers and other school and community personnel in integrating students into various learning environments.~~
 - ~~(ii) demonstrate competence in the ability to work ethically and constructively with parents and families of children. Students will be able to:~~
 - ~~(A) demonstrate an understanding and sensitivity to concerns of parents of individuals with exceptional learning needs;~~
 - ~~(B) demonstrate an ability to be responsive to familial and cultural differences;~~
 - ~~(C) encourage and assist families to become active participants in the educational team; and~~
 - ~~(D) provide parents with a variety of options for communication and involvement that respects their individual priorities and circumstances.~~
 - ~~(iii) demonstrate competence in the ability to work ethically and constructively with community agency personnel;~~
 - ~~(iv) demonstrate a knowledge and understanding of ethical practices for confidential communication to others about individuals with exceptional learning needs;~~
 - ~~(v) demonstrate competence in oral and written communication with parents, families, and other professionals;~~
 - ~~(vi) demonstrate understanding of rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities; and~~
 - ~~(vii) identify the various community agencies and adult service providers that may play a role in providing supports for a student with a disability and his/her family.~~
- ~~(h) In professional and ethical practices, students will:~~

- ~~(i) demonstrate an understanding of personal cultural biases and teaching style differences that affect one's teaching;~~
- ~~(ii) describe the importance of the teacher serving as a role model;~~
- ~~(iii) develop skills to be advocates for students and families;~~
- ~~(iv) model life-long habits to stay current in the field through accessing current literature and research;~~
- ~~(v) be able to recognize signs of emotional distress, child abuse, and neglect in students and follow legal procedures for reporting known or suspected abuse or neglect to appropriate authorities;~~
- ~~(vi) be able to recognize the impact of diversity in all its forms;~~
- ~~(vii) participate actively in professional organizations and adhere to a professional code of ethical conduct;~~
- ~~(viii) be able to comply with local, state, provincial and federal monitoring and evaluation requirements;~~
- ~~(ix) use copyrighted educational materials in an ethical manner; and~~
- ~~(x) describe the various roles that teachers may have as part of a school-wide change or reform initiative.~~

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.511 SECOND WORLD LANGUAGES (1) ~~For the prospective teacher seeking endorsement to teach any second language, preparation shall be in a specific language program leading to teacher preparation and shall provide The program requires that successful candidates:~~

- ~~(a) study in~~ demonstrate knowledge of phonology, grammar and composition, linguistics (applied to the specific language or applied to second language study as a whole), literature, and culture;
- ~~(b) the~~ demonstrate sufficient listening comprehension to understand most routine social conventions, conversations on school or work requirements, and discussion on concrete topics related to particular interests and special fields of competence;
- ~~(c) the~~ demonstrate oral proficiency to satisfy most work requirements, and show some ability to communicate on concrete topics relating to particular interests and special fields of competence;
- ~~(d) the ability to read with~~ demonstrate reading comprehension for factual information in non-technical prose, ~~as well as~~ and concrete topics related to special interests; read for information and description; follow a sequence of events and react to that information; and separate main ideas and details in material written for the general public;
- ~~(e) demonstrate~~ demonstrate the ability to write about most common topics with some precision and in some detail; write detailed resumes and summaries; take accurate notes; write social and informal business correspondence; describe and narrate personal experiences; explain simple points of view in prose discourse; and write about concrete topics relating to particular interests and special fields of competence;
- ~~(f) demonstrate~~ demonstrate a working social and professional competence in cultural

skills (reflecting the international character of present-day economic ties among countries), including:

~~(i) the ability to participate in social situations and those within one's vocation;~~
~~(ii) handle unfamiliar situations with ease and sensitivity, including those involving common taboos or other controversial subjects; and~~
~~(iii) comprehend most nonverbal responses, including some culture-related humor;~~

~~(g) the opportunity to contact demonstrate knowledge of and strategies to build connections with native cultures either on the campus or in an organized period of study in the native culture of the second (target) language;~~

~~(h) an awareness demonstrate understanding of language as an essential element of culture, an understanding of the principal ways in which the target language culture differs from the first language culture, first-hand knowledge of literary masterpieces, and acquaintance with the geography, history, art, and social customs of major lands in which the language is dominant;~~

~~(i) demonstrate and apply an understanding of the differences between the phonological, grammatical, and semantic systems of the second language and those of English and the ability to apply this understanding to modern second language teaching;~~

~~(j) a demonstrate knowledge of the present-day objectives of second language teaching as communication, an understanding of the methods and techniques for attaining these objectives, and the ability to evaluate the professional literature of second language teaching;~~

~~(k) a demonstrate knowledge of the use of special techniques, such as educational media, the internet and electronic mail, and the relation of second language study to other curricular areas; and~~

~~(l) a demonstration demonstrate knowledge of language proficiency in the target language resulting from the achievement of an appropriate score (at a specific level determined by the degree granting college or university) on an internationally recognized proficiency examination;~~

~~(m) (2) The classical language program requires that successful candidates:~~

~~(a) demonstrate knowledge and understanding of preparation of teachers of classical languages through adherence to the preceding standards;~~

~~(b) demonstrate knowledge and understanding of the specific classical language; and~~

~~(c) demonstrate knowledge and application of the specific classical language's with special emphasis on appreciation of the language and gaining control of its sounds, structure, and vocabulary rather than on conversational objectives;~~

~~(n) (3) The Native American language program requires that successful candidates demonstrate the knowledge of and competence in for Native American languages competence in the language as attested by the appropriate tribal authority; and~~

~~(o) (4) The for ESL (English as a second language) candidates, a required two-year program requires that successful candidates:~~

~~(a) demonstrate, or the equivalent experience, learning a second language to include knowledge of the linguistic structure of the language and features of a the~~

culture which uses the native language;

(b) demonstrate knowledge of and use of instructional strategies, methods, and skills for teaching English as a second language; and

(c) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.512 GUIDANCE AND SCHOOL COUNSELING K-12 (1) For the prospective counselor ~~†~~The program shall provide requires that successful candidates:

(a) the completion of a master's degree in counseling or equivalent demonstrate knowledge of the history, current trends, philosophy, current and emerging computer technology, and professional activities related to the practice of professional school counseling K-12;

(b) evidence that careful screening throughout the program is employed to assure that persons have demonstrated competence as student advocates in consulting with students, teachers, administrators, parents and agencies demonstrate competence in developing relationships with service agencies such as community, public, private, medical, employment, and educational agencies for referral and collaborative service delivery to promote student success;

(c) opportunities to understand the history, philosophy, theories, trends, organization, time management, and professional activities related to the practice of school counseling K-12 demonstrate competence in the use of theories of individual and family development and transitions across the life span, theories of learning and personality development, and human behavior including developmental crises, exceptionality, addictive behavior, psychopathology, and environmental factors that affect both normal and abnormal behavior;

(d) opportunities to demonstrate competence in developing relationships with community, public, private, medical, employment, and educational agencies and other services for referral and collaborative service delivery demonstrate knowledge of educational philosophies, curriculum development, school organization, and management to facilitate student success in the areas of academic, career, and personal/social development;

(e) opportunities to understand individual growth and development across the life-span within family and social environments including theories of learning and personality development, human behavior (understanding of developmental crises, disability, addictive behavior, psychopathology and environmental factors that affect both normal and abnormal behavior) demonstrate knowledge of the role of ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including Montana American Indians;

(f) opportunities to understand basic educational philosophies, curriculum development, and school organization and management demonstrate competence in the coordination of school counseling program components and understand how

they are integrated within the school community in collaboration with the efforts of other educators and agencies;

~~(g) opportunities to understand and appreciate sociocultural, demographic, and lifestyle diversity that include attitudes and behavior based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, socioeconomic status and intellectual ability;~~

~~(h) opportunities to understand the coordination of counseling program components as they relate to the total school community in coordination efforts with various individuals and agencies, methods of integrating the guidance curriculum into the total school curriculum, using guidance and counseling activities to enhance a positive school climate, and developing methods of planning and presenting guidance-related educational programs for school personnel and parents;~~

~~(i) opportunities to demonstrate competence in elementary, middle, and secondary high school counseling in the following areas:~~

~~(i) planning, designing, implementing, administration, and evaluation of a comprehensive and developmental school counseling curricula and programs;~~

~~(ii) principles of appraisal and interpretation of appraising and interpreting interviews, history taking, observations, and formal assessments (e.g., intelligence, aptitude, and interest, achievement, and personality tests);~~

~~(iii) assisting students in developing personal, social, educational, and life career planning and decision-making skills promoting student success using developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);~~

~~(iv) utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group counseling including the design, implementation and application of developmental, preventive, remedial and adjustment strategies and services;~~

~~(v) consultation consulting with educators, families family members, and others professionals regarding assessment and intervention to enhance students' the physical, academic, social, cognitive, psychological, cognitive, and physical functioning social development of all students;~~

~~(vi) utilizing drug and alcohol prevention/ and intervention programs that address issues such as drugs and alcohol, conflict/anger/violence management, violence prevention/intervention, suicide, eating disorders, child abuse and neglect, teenage pregnancy, human sexuality, family relations, grief/separation/loss, student childhood depression and suicide, school drop-outs, gender-equity, grief/separation/loss issues, and crisis intervention management; and~~

~~(vii) performance, evaluation, and use of managing, using, analyzing, and presenting educational research, performance, and evaluation data (e.g., standardized test scores, grades, retention, and placement);~~

~~(viii) acquiring new knowledge and skills, and refining existing skills through professional renewal (i.e., self-reflection, continuing education, and professional development); and~~

~~(ix) acquiring knowledge of special education laws, rules, and regulations and demonstrated competence in the knowledge of developmental and educational issues of exceptional students and their families;~~

~~(j) opportunities to gain knowledge of special education rules and regulations and demonstrated competence in the knowledge of special needs and developmental issues of exceptional students and their families;~~

~~(k) (h) opportunities to gain demonstrate knowledge of, and apply the state and federal laws (state and federal), and school accreditation standards, including those laws and regulations policies, and legislation that affect student placement, follow-up and program planning, as well as the ethical issues related to the school counseling field, specifically the ethical standards of the American School Counselor Association (ASCA);~~

~~(l) (i) opportunities to demonstrate competence in the knowledge of policies, laws, legislation, ethical issues that affect school counseling and knowledge of the ethical standards and guidelines of the American School Counseling Association (ASCA) national standards for student development (academic, career, and personal/social developmental domains) and demonstrate competence integrating the national standards throughout the school counseling program;~~

~~(m) opportunities to demonstrate competence in career counseling, including career development theories and decision-making models; information resources (career, avocational, and labor market); computer-based information systems; interrelationships among work, family, and other life roles; assessment instruments; career and educational placement, follow-up and evaluation;~~

~~(n) (j) opportunities to successfully complete a supervised counseling practicum and internship experience, which include including observation, and practice, and performance of counseling and the other professional skills related to professional duties of a school counselor counseling with the following requirements:~~

~~(i) ¶The counseling practicum must total a minimum of 100 hours, including which includes 40 hours of supervised direct client contact offering counseling services; service to students providing individual counseling and group work.~~

~~(ii) ¶The counseling practicum must be supervised a minimum of one hour per week in an individual supervision session and one and one-half hours per week in a group supervision session by graduate a program faculty member or a supervisor under the supervision of a program faculty member;~~

~~(iii) ¶The internship is begun after the successful completion of a counseling practicum and must consist of a minimum of 600 hours in a school or school-related setting;~~

~~(iv) ¶The internship must include 240 hours of supervised direct client contact offering counseling services; and service to students performing a variety of school counseling activities related to a school counseling program that may include delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation).~~

~~(v) ¶The internship must be supervised a minimum of one hour per week in an individual supervision session (provided by a site supervisor) and one and one-half hours per week in a group supervision sessions by a master's degree school counselor or graduate (provided by a program faculty member).~~

~~(vi) Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have a doctoral degree and/or~~

appropriate clinical preparation, preferably from an accredited counselor education program, relevant professional experience and demonstrated competence in counseling, and relevant training and supervision experience.

(vii) Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of experience as a school counselor, and knowledge of the program's expectations, requirements, and evaluation procedures for trainees.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.513 HEALTH (1) For the prospective teacher the program shall provide a broad understanding of basic knowledge and understanding of the concepts that promote comprehensive health, the benefits of leading a healthy lifestyle and health enhancement and shall further provide The program requires that successful candidates:

(a) utilize health-related data about the social and cultural environments inclusive of Montana Indian tribes, growth and development factors, needs, and interests of students;

(b) distinguish between behaviors that foster and those that hinder well-being;

(c) determine health education needs based on observed and obtained data;

(d) recruit school and community representatives to support and assist in program planning;

(e) develop a logical scope and sequence plan for a health education program that includes a display of functional knowledge of health concepts related to alcohol and other drugs, injury prevention, nutrition, physical activity, sexual health, tobacco, mental health, personal and consumer health, and community and environmental health;

(f) formulate appropriate and measurable learner objectives;

(g) design educational strategies consistent with specified learner objectives;

(h) analyze factors affecting the successful implementation of health education and coordinated school health programs;

(i) select resources and media best suited to implement program plans for diverse learners. Resources and media must meet the guidelines set for Indian Education for All (20-1-501, MCA);

(j) demonstrate competence in delivering planned programs;

(k) evaluate educational programs, adjusting objectives and instructional strategies as necessary;

(l) plan to assess student achievement of program objectives;

(m) implement evaluation plans;

(n) interpret results of program evaluation and examine implications of evaluation findings of future program planning;

(o) develop a plan for coordinating health education with other components of a school health program;

(p) demonstrate the dispositions and skills to facilitate cooperation among

health educators, other teachers, and appropriate school staff;

(g) formulate strategies of collaboration among health educators in all settings;

(r) design professional development programs for teachers, other school personnel, community members, and other interested individuals;

(s) utilize health information retrieval systems effectively, i.e., current and emerging technologies;

(t) establish effective and appropriate consultative relationships with those requesting assistance in solving health-related problems;

(u) synthesize reliable health data and respond to requests for health information;

(v) select effective educational resource materials for dissemination;

(w) interpret concepts, purposes, and theories of health education;

(x) predict the impact of societal value systems on health education

programs;

(y) select a variety of communication methods and techniques in providing health information; and

(z) develop communication between health care providers and consumers.

~~(a) the ability to advocate for, plan, organize, assess and implement a comprehensive school health education program including:~~

~~(i) the school health curriculum, including goals and objectives based on content standards and planned learner activities integrated with related disciplines, to include:~~

~~(A) personal health and principles of health-related physical fitness;~~

~~(B) accident prevention and safety;~~

~~(C) nutrition;~~

~~(D) community health;~~

~~(E) consumer health;~~

~~(F) family life education and human sexuality;~~

~~(G) chronic and communicable disease prevention including HIV/AIDS prevention;~~

~~(H) alcohol, tobacco and other drugs;~~

~~(I) mental and emotional health;~~

~~(J) environmental health; and~~

~~(K) student assessment based on performance standards and program evaluation which includes consideration of content standards and student achievement;~~

~~(ii) school health services, healthy school environment, health promotion for staff, food services and social climate;~~

~~(b) knowledge and skills related to health concepts including:~~

~~(i) the interrelationship of the physical, emotional, social, and intellectual dimensions of growth and development;~~

~~(ii) the many topical areas included in the health curriculum and the relationship to total health;~~

~~(iii) the educational, motivational, and organizational strategies used to involve staff in health promotion and wellness; and~~

~~(iv) ethical issues surrounding individual and family health decision-making;~~

~~(c) knowledge and skills to teach prevention and intervention strategies, including but not limited to:~~

- ~~(i) basic communication and counseling skills;~~
- ~~(ii) assertiveness;~~
- ~~(iii) building self-esteem and self-concept;~~
- ~~(iv) stress management;~~
- ~~(v) conflict resolution;~~
- ~~(vi) critical thinking and decision making;~~
- ~~(vii) identification of obstacles to learning and referral; and~~
- ~~(viii) risk factors, protective factors and resiliency.~~

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.514 FAMILY AND CONSUMER SCIENCES (1) The program shall provide opportunities for the prospective teacher to develop the knowledge, skills, attitudes, and behaviors needed for preparing grades 5-12 students to requires that successful candidates:

(a) analyze family, community, and work interrelationships, investigate career paths, examine family and consumer sciences careers, and apply career decision making and transitional processes;

(b) use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel;

(c) apply principles of human development, interpersonal relationships, and family to strengthen individuals and families across the life span in contents such as parenting, care giving, and the workplace;

(d) apply principles of nutrition, food, and wellness practices that enhance individual and family well being across the life span, and address related concerns in a global society;

(e) develop, justify, and implement curricula that address perennial and evolving family, career, and community issues, reflect the integrative nature of family and consumer sciences, and integrate core academic areas;

(f) create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities, including American Indians (20-1-501, MCA);

(g) demonstrate ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development;

(h) assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes; and

(i) integrate leadership strategies into the program to develop students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development.

~~(a) address problems regarding the impact of society on diverse family, community and work interaction and environments;~~

- ~~(b) appreciate human worth across the lifespan and accept responsibility for one's successes and failures in family and work life;~~
 - ~~(c) analyze the multiplicity of factors involved in selection, use, and care of clothing and textiles for personal and family needs;~~
 - ~~(d) manage resources and make decisions to meet the developmental needs of individuals and families with regard to the shelter, safety, nurturing, and environmental aspects of housing and technology/equipment;~~
 - ~~(e) promote optimal nutrition and wellness across the lifespan through practical experiences with selecting, planning, preparing, serving and allocating resources for meals and building endurance, strength, and flexibility activities into the schedules of individuals and families which reflect their culture, as well as the variety provided through other cultures;~~
 - ~~(f) function effectively throughout the lifecycle as providers and consumers of goods and services related to individuals and families in the home and workplace;~~
 - ~~(g) demonstrate responsible actions and decision-making as leaders in family, community and work settings through the use of family, career and community leaders of America (FCCLA) as a youth leadership development structure and process; and~~
 - ~~(h) exhibit strategies for balancing personal, home, family and work life through exploration of careers and development of skills for seeking and maintaining employment.~~
- ~~(2) The program shall provide opportunities for the prospective teacher to develop the knowledge, skills, attitudes, and behaviors to:~~
- ~~(a) plan, develop, teach, supervise and evaluate programs in family and consumer sciences education;~~
 - ~~(b) apply a variety of teaching strategies to integrate academics and reinforce workplace competencies experiences through the involvement of community agencies/businesses/ parents in the curriculum; and~~
 - ~~(c) apply family and consumer sciences education to daily life with respect to the study of social, behavioral and natural sciences.~~

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.515 INDUSTRIAL/TECHNOLOGY EDUCATION (1) For the prospective teacher the The program shall requires that successful candidates:

~~(a) provide demonstrate knowledge of a curriculum and curriculum design that is consistent with current national and Montana standards, including for curricular design and:~~

- ~~(i) be based on a sound mission statement with stated goals and objectives that reflect the intent of industrial/technology education programs, as guided by national professional organizations;~~
- ~~(ii) will be consistent with Montana school accreditation standards~~
- ~~(iii) will consider local school standards and curricula as are expressed through advisory input from the public school sector;~~
- ~~(iv) follow an organized set of concepts, processes, and systems that are technological in nature; and~~

~~(v) will be reflected in curricular design, course outlines, instructional strategies and evaluation of student work;~~

~~(iii) content orientated toward technology education (TE) or industrial technology (IT);~~

~~(b) be based on a published philosophical statement and defined set of concepts, which will include appropriate objectives and competencies. Such statements shall be known to students as they matriculate into the program; demonstrate knowledge of content area(s) in which the candidate teaches, including:~~

~~(c) be based on content selected for relevance to the public school curriculum. Content may be orientated toward technology education (TE) or industrial technology (IT), providing that orientation is consistent with the stated program philosophy;~~

~~(d) require appropriate studies in the content area(s) in which the graduate will teach, including:~~

~~(i) fundamental knowledge about the development of technology, its effects on people, the environment, and society;~~

~~(ii) information about industry's organization, personnel systems, techniques, resources, products, and social impacts;~~

~~(iii) instructional content drawn from the following content organizers:~~

~~(A) communication technology, which includes information-related technology that uses resources to transfer information and to extend human potential;~~

~~(B) (iv) construction technology, which includes physical-related technology that uses resources to build structures or construct work on site;~~

~~(C) (v) manufacturing technology, which includes physical-related technology using resources to extract and convert raw/recycled materials into industrial and consumer goods;~~

~~(D) (vi) transportation technology, which includes physical-related technology using transportation technologies to maintain contact and exchange among individuals and societal units through the movement of material, goods, and people; and~~

~~(E) other organizers as stated in program design;~~

~~(iv) (vii) identification of a level and scope of entry level skills in the use of tools, instruments, and machines necessary for successful teaching;~~

~~(v) (c) emphasis on demonstrate knowledge of quality workmanship;~~

~~(vi) (d) assistance to students in developing develop insight and understanding in the application of technological concepts, processes, and systems;~~

~~(vii) (e) development of and demonstrate skills in utilizing tools, materials, machines, processes, and technical concepts relative to content organizers, safely and efficiently;~~

~~(viii) (f) help for students to develop demonstrate skills, creative abilities, and positive self-concepts, and individual potentials relating to technology;~~

~~(ix) (g) demonstrate problem-solving and decision-making abilities involving human and material resources and technological processes and systems;~~

~~(x) (h) demonstrate activity-oriented laboratory instruction that reinforces abstract concepts with concrete experiences;~~

~~(xi) emphasis on "know-how" and "ability-to-do" in carrying out technology~~

activities;

~~(xii)~~ (i) demonstrate knowledge and skills regarding how technological systems function, and the attitudes to evaluate those systems;

~~(xiii)~~ (j) demonstrate knowledge of the ability of students to understand past, present, ~~or~~ and future technological systems by applying knowledge and skills developed in the study of other systems;

~~(xiv)~~ (k) the ability to apply and use other areas of content knowledge (e.g., mathematics, science, history) to technology ~~and its use in solving~~ to solve individual and social problems;

~~(xv)~~ information on the relationship between technology education and vocational education and its role in providing middle and high school students with career awareness and exploratory activities that enhance success in advanced specialized courses; and

~~(xvi)~~ manipulative skills development of value to the individual students;

~~(e)~~ provide courses and experiences so that the graduate can perform the following tasks in developing, managing, and evaluating an industrial/technology education program in schools:

~~(i)~~ develop a strategic plan that includes a mission statement, rationale for updating, goals and objectives, action steps, and a program evaluation strategy;

~~(ii)~~ focus instruction on the technological systems of communication, construction, manufacturing, transportation and other content organizers around which the program may be based;

~~(l)~~ introduce career opportunities in industrial/technology and related fields and encourage and advise students about postsecondary options;

~~(iii)~~ (m) structure an demonstrate knowledge of educational environments in the classroom and laboratory that enhances student learning;

~~(iv)~~ (n) select and apply appropriate instructional strategies for individual and group instruction;

~~(v)~~ (o) successfully provide all elements of demonstrate knowledge of and apply laboratory management skills (e.g., maintaining inventory, filing, requisitioning equipment and materials, maintenance, and budgeting);

~~(vi)~~ (p) develop and use lesson plans, and organize materials and ~~present~~ psychomotor, affective, and cognitive instruction to meet the learning needs of students;

~~(vii)~~ establish student expectations, and develop and implement a behavior policy;

~~(viii)~~ establish and maintain a student organization within the program, such as skillsUSA-VICA or Technology Students Association (TSA);

~~(q)~~ develop and implement classroom management consistent with school policy;

~~(r)~~ demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork);

~~(ix)~~ (s) promote and articulate industrial/technology education to internal and external school and community publics;

~~(x)~~ (t) develop and coordinate an external advisory committee for the program;

- ~~(xi) establish a professional development plan for continued personal growth;~~
- ~~(xii) identify program standards, with reference to state and national norms, and use the standards to evaluate and improve the program;~~
- ~~(xiii) function as a committed participant in professional activities both as a contributor and recipient;~~
- ~~(xiv) (u) demonstrate knowledge of how to gain access to services and financial resources available from state and federal agencies, and operate within applicable laws and regulations governing education;~~
- ~~(xv) (v) develops students' abilities to search, access, retrieve, synthesize, and apply information; and~~
- ~~(xvi) (w) provide opportunities for students with work-related experience useful for employment entry after graduation.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.516 JOURNALISM (1) ~~For the prospective teacher the~~ The program shall provide a structural framework which demonstrates requires that successful candidates:

- ~~(a) explicit goals, procedures and rationales in an identifiable program for prospective journalism teachers;~~
- ~~(b) articulation of program goals, procedures and rationales to faculty, students, and administrators;~~
- ~~(c) the effort to integrate on-campus content and methods and field experiences throughout the program; and~~
- ~~(d) the modeling of pedagogy and attitudes which reflect and apply knowledge of current research on the theory and practice of teaching journalism.~~
- ~~(2) The program shall provide understanding of journalism as a subject, including:~~
 - ~~(a) demonstrate knowledge of and apply press law, particularly as it affects the rights and responsibilities of student journalists;~~
 - ~~(b) demonstrate knowledge of and apply the history, technological development, and impacts of the mass media;~~
 - ~~(c) demonstrate knowledge of the functions of the news media in a democratic society;~~
 - ~~(d) demonstrate knowledge of the organizational structure of the news media;~~
 - ~~(e) demonstrate knowledge of styles and purposes of journalistic forms, including news, features, columns, and editorials; and~~
 - ~~(f) demonstrate knowledge of and apply the concepts of accuracy, fairness, objectivity, and comprehensiveness in news reporting;~~
 - ~~(g) demonstrate knowledge of and apply journalism ethics;~~
- ~~(3) Opportunities in both print and nonprint formats shall be provided for the prospective teacher to practice, model, and help students to use a composition process which involves:~~
 - ~~(a) (h) demonstrate knowledge of precomposition strategies, including generating sources, determining angle, interviewing, and researching;~~

- ~~(b) (i) demonstrate knowledge of and apply skills in using multiple drafts, using conferences, and self-assessment as guides for revision and editing; and~~
- ~~(c) (j) demonstrate a variety of publishing/production methods;~~
- ~~(4) The program provides opportunities in both print and nonprint formats for the prospective teacher to practice, model, and help students to:~~
 - ~~(a) (k) evaluate the effectiveness of a variety demonstrate knowledge of and apply methods of effective evaluation of journalistic forms, including advertisements;~~
 - ~~(b) (l) demonstrate knowledge of and apply strategies to organize staffs and demonstrate skills in leadership and group dynamics; and~~
 - ~~(c) (m) demonstrate knowledge of and apply use sound business practices for advertising, sales, consumer relations, bookkeeping, and circulation;~~
- ~~(5) There shall be provided a pedagogy for journalism which includes practice in:~~
 - ~~(a) (n) demonstrate knowledge of the purposes and characteristics of sound strategies in instructional planning and delivery, including:~~
 - ~~(i) (o) create effective journalism programs by demonstrating sound practices in selecting, designing, organizing, and employing objectives, strategies, and materials for journalism programs;~~
 - ~~(ii) (p) create engaging learning environments by organizing students for effective whole class, small group, and individual work; and~~
 - ~~(iii) (q) integrate using a variety of instructional strategies, materials, and technology technologies appropriate to the breadth of journalism content and the individual needs of students;~~
 - ~~(b) (r) selecting, preparing, using, and evaluating varied assessment methods and procedures; and~~
 - ~~(c) (s) communicating all components of curriculum and instruction to students, parents, lay audiences, and other educators; and~~
 - ~~(t) create an inclusive and supportive learning environment in which all students can engage in learning.~~
- ~~(6) The program shall develop positive attitudes for teaching journalism, including:~~
 - ~~(a) a concern for students, as demonstrated by:
 - ~~(i) a respect for the heritages and goals of all students;~~
 - ~~(ii) a desire to use the journalism curriculum to encourage students to be well-informed, critical consumers and citizens;~~
 - ~~(iii) a desire to help students develop the ability to use language creatively and responsibly; and,~~
 - ~~(iv) a willingness to match objectives, methods and materials to individual student needs;~~~~
 - ~~(b) a commitment to professionalism, as demonstrated by:
 - ~~(i) continued professional growth in the teaching of journalism;~~
 - ~~(ii) a willingness to respond critically to all the different media and to encourage students to respond critically;~~
 - ~~(iii) an understanding of and an appreciation for freedom of expression, particularly as it affects the rights and responsibilities of students;~~
 - ~~(iv) collaboration with other journalists and other teachers; and,~~
 - ~~(v) awareness of career opportunities in journalism and the preparation~~~~

required for such careers.

AUTH: 20-2-112, MCA

IMP: 20-2-121, MCA

10.58.517 LIBRARY MEDIA K-12 (1) The program designed to produce a library media specialist, whose aim is to provide students with skills which are basic components of lifelong, independent learning, shall provide requires that successful candidates:

(a) instruction in educational partnerships to include: demonstrate planning, implementing, teaching, and evaluating an integrated instructional program in information literacy, including working collaboratively with students and certified and support staff in the development of K-12 curriculum that promotes information literacy to prepare independent, lifelong learners, including the implementation of Indian Education for All, 20-1-501, MCA;

(b) demonstrate the ability to manage the library facility to meet school district goals and exhibit professional best practices through policy development, budgeting, needs assessment, market analysis, technical skills, and collaboration with students, faculty, and administrators. Candidates demonstrate competency in library program administration including strategic planning from which budgets, funding, facilities, equipment, and public relations are exhibited and professional standards met;

(c) manage library collections through evaluation, selection, acquisition, and organization of library materials for staff, faculty, and diverse learners, including American Indian learners;

(d) demonstrate knowledge of acquisitions and technical services and the policies and procedures that govern these services; and

(e) use emerging information technologies and explain their impact on the K-12 library media program.

~~(i) lessons in the collaborative design and development of a curriculum in which information literacy becomes a coherent thread across all subjects and grade levels. Information literacy means:~~

~~(A) the ability to access information efficiently and effectively, including the ability to:~~

~~(I) discern the need for relevant information;~~

~~(II) identify potential sources; and~~

~~(III) develop and use strategies for locating information in a variety of resources;~~

~~(B) the ability to evaluate information critically and competently, including the ability to:~~

~~(I) select information appropriate to the task at hand;~~

~~(II) distinguish among fact, point of view, and opinion; and~~

~~(III) select information appropriately;~~

~~(C) the ability to use information accurately and creatively, including the ability to:~~

~~(I) organize and synthesize information;~~

~~(II) use information in problem solving; and~~

- ~~(III) communicate new knowledge and information in meaningful, appropriate and creative ways; and~~
- ~~(ii) instruction in how to work collaboratively with administrators and teachers to develop and implement programs and units;~~
- ~~(b) instruction in administration of the library media center including:~~
 - ~~(i) how to evaluate library media programs and procedures according to state, regional and national guidelines;~~
 - ~~(ii) how to assess needs and set goals, objectives and priorities while supporting the mission of the school;~~
 - ~~(iii) how to engage in comprehensive and collaborative long range, strategic planning from which budgets are formulated, and funding proposals and programs are developed;~~
 - ~~(iv) how to establish and implement policies and procedures;~~
 - ~~(v) how to interpret and advocate the program through public relations;~~
 - ~~(vi) how to develop job descriptions and organization charts;~~
 - ~~(vii) how to develop plans for supervision and training of personnel;~~
 - ~~(viii) how to use various computer applications and other technology for management of the library media center, including electronic circulation and cataloging programs;~~
 - ~~(ix) how to plan use of facilities and equipment;~~
 - ~~(x) how to create a climate in the library media center which is conducive to a positive attitude toward questioning and active learning;~~
 - ~~(xi) how to keep current with curricular and technological advances, research, trends and issues as they apply to learning and teaching in a school setting;~~
 - ~~(xii) an understanding of the roles and functions of professional organizations, and local, state and federal agencies;~~
 - ~~(xiii) familiarity with laws, regulations and guidelines pertinent to library media programs such as those concerning copyright, confidentiality and intellectual freedom;~~
 - ~~(xiv) familiarity with American library association documents such as the code of ethics and the library bill of rights, with its various interpretations;~~
 - ~~(xv) a broad knowledge of curriculum contents, development and evaluation in K-12 settings; and~~
 - ~~(xvi) meaningful participation in a supervised internship experience comparable in length and emphasis to the student teaching experience;~~
- ~~(c) instruction in information sources and services including:~~
 - ~~(i) reference interviews, reference works and uses;~~
 - ~~(ii) literature for children and young adults;~~
 - ~~(iii) community resources, networks and resource sharing;~~
 - ~~(iv) electronic resources, including internet, databases and CD ROMs to locate and retrieve information;~~
 - ~~(v) how to operate, maintain and do minor repair of audio, projection, video and computer equipment which is commonly used in schools; and~~
 - ~~(vi) production of basic non-print media;~~
- ~~(d) instruction in selection, acquisition and organization of resources and media including the use of:~~

- ~~(i) evaluative selection aids including standard and current review sources for print/nonprint media and equipment;~~
- ~~(ii) acquisition resources such as publishers, jobbers, producers, and vendors;~~
- ~~(iii) standardized library procedures including cataloging, indexing, processing and managing records;~~
- ~~(iv) basic principles of collection development and maintenance;~~
- ~~(v) local and state networking for the purpose of resource sharing to include interlibrary loans, cooperative collections and catalog development, and electronic resources and networks; and~~
- ~~(vi) traditional and electronic ordering procedures;~~
- ~~(e) instruction in educational leadership to include:~~
 - ~~(i) promoting development of curriculum which shows the relationship between information-based learning and skills students need for the future;~~
 - ~~(ii) planning and implementing professional development activities for teachers designed to increase awareness, familiarity and integration of various educational resources, both traditional and electronic;~~
 - ~~(iii) identifying legislation and policy at the local, state and national levels that affect the school library media program and taking appropriate and professional action; and~~
 - ~~(iv) communicating effectively with other colleagues, faculty, staff, administrators, parents, students, and the general public to develop and promote a library media program which effectively promotes information literacy.~~

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.518 MATHEMATICS (1) ~~For the prospective teacher t~~The program shall requires that successful candidates:

- (a) include experiences in which they: demonstrate knowledge and understanding of and apply the process of mathematical problem solving;
- (b) reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry;
- (c) communicate mathematical thinking orally and in writing to peers, faculty, and others;
- (d) recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding;
- (e) use varied representations of mathematical ideas to support and deepen students' mathematical understanding;
- (f) appropriately use current and emerging technology as an essential tool for teaching and learning mathematics; and
- (g) support a positive disposition toward mathematical processes and mathematical learning;
- (2) demonstrate knowledge of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning;
- (3) demonstrate content knowledge in:
 - (a) numbers and operations by demonstrating computational proficiency,

including a conceptual understanding of numbers, ways of representing number relations among number and number systems, and meanings of operations;

(b) algebra by demonstrating knowledge of relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change;

(c) geometries by using spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties;

(d) calculus by demonstrating a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in the techniques and application of the calculus;

(e) discrete mathematics by applying the fundamental ideas of discrete mathematics in the formulation and solution of problems;

(f) data analysis, statistics, and probability by demonstrating an understanding of concepts and practices related to data analysis, statistics, and probability; and

(g) measurement by applying and using measurement concepts and tools.

~~(i) become confident in their ability to construct mathematical ideas, exercise mathematical reasoning: inductive and deductive;~~

~~(ii) use various strategies to solve problems;~~

~~(iii) explore the connections that exist within mathematics and between mathematics and other disciplines;~~

~~(iv) develop skills in written, visual and oral communication of mathematical concepts and technical information;~~

~~(v) construct, interpret, test and revise models used in solving real-world problems;~~

~~(vi) explore the dynamic nature of mathematics throughout history and its increasingly significant role in social, cultural and economic development;~~

~~(vii) use multiple means of oral, written and visual assessment that are representative of instructional materials and strategies;~~

~~(viii) create a learning environment that provides and structures the time necessary to explore sound mathematics, grapple with significant ideas and problems, and take intellectual risks;~~

~~(ix) experience and apply the integrated and hands-on applications of appropriate technology specific to each of the standards areas;~~

~~(x) use theoretical and empirical techniques to explore definitions, conjectures and theorems; and~~

~~(xi) recognize the study of patterns as an underlying fundamental theme in mathematics;~~

~~(b) include number concepts and properties experiences in which they:~~

~~(i) explore and discuss the properties, relations and applications of real and complex numbers in diverse settings;~~

~~(ii) study development of the major concepts of number-theory ideas and their applications;~~

~~(iii) use physical materials and models to explore fundamental properties of number systems (naturals, integers, rational, reals); and~~

~~(iv) use estimation and mental arithmetic, calculators, computers, paper-and-pencil algorithms and manipulative materials in solving a wide variety of problems;~~

- ~~(c) include algebra and algebraic structures experiences in which learners:
 - ~~(i) examine the theoretical underpinnings of algebra;~~
 - ~~(ii) develop an ability to reason with and about algebraic representations;~~
 - ~~(iii) develop formal algebraic structures through patterning and other informal methods;~~
 - ~~(iv) make and test conjectures using algebraic methods;~~
 - ~~(v) use algebra to represent and reason about real-world problems;~~
 - ~~(vi) explore the connections between algebra and other subjects; and~~
 - ~~(vii) use concrete examples to explore algebraic structures;~~~~
- ~~(d) include geometry experiences in which they:
 - ~~(i) explore the development and properties of Euclidean, transformational and non-Euclidean geometries;~~
 - ~~(ii) develop geometric concepts, both synthetically and algebraically;~~
 - ~~(iii) compare different axiomatic systems;~~
 - ~~(iv) explore spatial relationships;~~
 - ~~(v) make and test conjectures supported by exploration;~~
 - ~~(vi) construct proofs of mathematical statements; and~~
 - ~~(vii) explore the use of geometry as a tool for modeling real-world problems;~~~~
- ~~(e) include functions utilizing appropriate technology in which they:
 - ~~(i) use the concept and language of function in the study of mathematics and the sciences to describe and model change;~~
 - ~~(ii) represent functions as symbolic expressions, verbal descriptions, tables and graphs and move from one representation to another;~~
 - ~~(iii) investigate and discuss a variety of functions in areas such as mathematics, business and the physical, biological, behavioral and social sciences; and~~
 - ~~(iv) compare properties of discrete and piece-wise continuous functions;~~~~
- ~~(f) provide probability, statistics and data analysis experiences in which they:
 - ~~(i) collect, display, analyze and interpret sample data in a variety of real world contexts;~~
 - ~~(ii) use experimental and theoretical probabilities as appropriate to formulate and solve problems involving uncertainty;~~
 - ~~(iii) explore and investigate the role of estimation and probability in statistical analysis;~~
 - ~~(iv) analyze and critique the inappropriate use of statistics; and~~
 - ~~(v) formulate convincing arguments and make inferences and informed decisions based on statistical methods;~~~~
- ~~(g) provide continuous process experiences in which they:
 - ~~(i) use properties and techniques of calculus to model phenomena in diverse settings;~~
 - ~~(ii) investigate the phenomenon of change as a limiting process;~~
 - ~~(iii) explore both intuitively and theoretically the concepts of limit, continuity, differentiation, integration and other continuous processes; and~~
 - ~~(iv) become familiar with the use of calculators with graphics capabilities and computer algebra systems.~~~~
- ~~(h) provide discrete processes experiences in which they:
 - ~~(i) investigate a variety of real world problem contexts which lead to diverse~~~~

discrete mathematical models;

~~(ii) develop and use a variety of counting techniques and counting arguments and their applications;~~

~~(iii) gain experience in algorithmic and recursive thinking and develop skills in using algorithms and iterative and recursive techniques in solving problems;~~

~~(iv) deal with issues of computational efficiency and complexity; and~~

~~(v) construct concrete examples of finite sequences and extend the ideas to infinite sequences and series;~~

~~(i) include experiences with other advanced mathematical structures (e.g., linear algebra, differential equations) in which they:~~

~~(i) use and investigate mathematical structures which arise in the mathematical modeling of problems from real world context to explore and solve the problems;~~

~~(ii) investigate different observed patterns and properties that can be represented by the same mathematical structures;~~

~~(iii) explore the processes involved in building new structures from given structures; and~~

~~(iv) explore theoretical aspects of these mathematical structures.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.519 MUSIC K-12 (1) For the prospective teacher ~~†~~The program shall requires that successful candidates:

~~(a) produce the knowledge, skills and abilities related to curriculum and program administration to enable the candidate to are competent, proficient musicians that:~~

~~(i) develop sequential music curriculum with a scope and sequence articulated that assures pupil development and competence;~~

~~(ii) apply current methodologies to the development of materials appropriate to various levels of elementary, middle and secondary music education;~~

~~(iii) formulate and articulate a philosophy on music education which may serve as a basis for implementing a K-12 music program;~~

~~(iv) develop and use appropriate strategies for assessing student progress and accomplishments in learning music, such as performance portfolio, reviews, critical analyses, group and individual performance tasks and research exercises;~~

~~(v) plan music performances and productions;~~

~~(vi) effectively use promotion, publicity and public relations to develop community understanding and confidence in the music education program;~~

~~(vii) (i) advise and encourage students about higher education and career opportunities related to the study and performance of music and music related fields; and~~

~~(viii) (ii) demonstrate an appreciation for the role technology plays in contemporary music education, such as music writing programs, music theory/skills programs, keyboard/midi and recording technology;~~

~~(b) produce candidates prepared in performing and demonstrating music skills including:~~

- ~~(i) (iii) are proficient~~ proficiency on keyboard and fretted instruments in order to use the instruments for demonstration and ~~accompaniment~~ rehearsal;
- ~~(ii) (iv) individual performance ability to perform solo and small to large ensemble repertoire at a high artistic level;~~
- ~~(iii) (v) the ability to perform in both vocal and instrumental ensembles;~~
- ~~(iv) (vi) demonstration of~~ demonstrate competence in performing and teaching voice, winds, string, and percussion instruments in order to conduct choral and instrumental ensembles;
- ~~(v) skill at guiding various vocal and instrumental laboratory experiences; and~~
- ~~(vi) the ability to develop and use the child's singing voice in elementary music education.~~
- ~~(c) produce candidates capable of demonstrating skills in composition and improvisation to include:~~
 - ~~(i) the ability to guide elementary and secondary students into creative and/or improvisational experiences and performances; and~~
 - ~~(ii) (vii) sufficient knowledge to select and adapt (arrange and/or transpose) music from a variety of sources to meet the needs and proficiencies of school performing for ensembles and classroom situations.;~~
- ~~(d) produce candidates proficient in reading and notating music to include:~~
 - ~~(i) (viii) demonstrate a comprehensive knowledge of musical notation and language; and~~
 - ~~(ii) (ix) demonstrate a comprehensive knowledge and skill in conducting, and score reading and rehearsal techniques for choral and instrumental ensembles.;~~
- ~~(e) produce candidates prepared in musical analysis and evaluation to include:~~
 - ~~(i) (x) demonstrate aural perception to distinguish tonal and temporal relationships;~~
 - ~~(ii) (xi) demonstrate an understanding of the materials elements of music, including melody, harmony, rhythm, tempo, dynamics, form, and style;~~
 - ~~(iii) the ability to use the materials of music in aural and visual analysis;~~
 - ~~(xii) aurally and visually analyze music in terms of musical elements;~~
 - ~~(iv) knowledge to select appropriate solo/ensemble literature to be used in general music, vocal/choral and instrumental classes at the elementary, middle and secondary levels; and~~
 - ~~(v) (xiii) demonstrate knowledge an awareness of skill in the use of current and diverse music technologies and an understanding of acoustics and the physics of sound.;~~
- ~~(f) produce candidates capable of relating music to history, culture and other disciplines to include:~~
 - ~~(i) (xiv) the ability to stylistically identify and place music in an historical period;~~
 - ~~(ii) (xv) demonstrate knowledge and appreciation of past and present world music of Montana's cultures and world cultures and especially Montana American Indians;~~
 - ~~(iii) (xvi) demonstrate knowledge of the historical relationship of music to other performing and visual arts;~~
 - ~~(iv) (xvii) demonstrate an understanding of the aesthetic, philosophical, and~~

psychological aspects of music, and music's contribution to the individual and society; and

(v) (xviii) demonstrate knowledge of the relationship of music to other disciplines outside the arts;

(b) demonstrate knowledge and understanding of how children learn and develop with regard to music instruction;

(c) demonstrate understanding of the diversity of their students with regard to learning styles, backgrounds, and abilities, including American Indian cultures pursuant to 20-1-501, MCA;

(d) use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills;

(e) structure appropriate learning environments for K-12 music instruction;

(f) use effective verbal, nonverbal, and media communication techniques to develop music learning;

(g) plan instruction based on their musical knowledge, their students, school, the community, and curriculum goals;

(h) demonstrate understanding and use varied assessment strategies to evaluate and ensure continuous musical development of students;

(i) evaluate the effects of their choices and actions on others;

(j) seek opportunities to grow professionally; and

(k) develop relationships with colleagues, parents, and community members to support student learning.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.520 PHYSICAL EDUCATION AND HEALTH K-12 (1) For the prospective teacher ~~†The program shall provide a broad understanding of the concepts that promote comprehensive health, the benefits of leading a healthy lifestyle and the health enhancement program and further shall~~ requires that successful candidates:

~~(a) provide competence for the delivery and evaluation of planned learning activities which are developmental, sequential, and are based on content standards in the areas of:~~ identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning;

(b) demonstrate competent motor skill performance in a variety of physical activities;

(c) describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, and skill improvement principles);

(d) describe and apply bioscience (anatomical, physiological, biomechanical) and psychological concepts to skillful movement, physical activity, and fitness;

(e) demonstrate knowledge and understanding of approved state and national content standards, current law including Indian Education for All (20-1-501, MCA), and local program goals as related to physical education;

(f) identify, select, and implement appropriate learning/practice opportunities based on developmental needs, expected progression, level of readiness,

understanding the student, the learning environment, and the task;

(g) identify, select, and implement appropriate instruction, services and resources that are responsive to students' strengths and/or weaknesses, multiple needs, learning styles, and prior experiences (e.g., personal, family, community, and cultural inclusive of Montana's Indian tribes);

(h) use organizational and managerial skills to create efficient active and equitable learning experiences;

(i) use a variety of developmentally appropriate practices (e.g., content selection, instructional formats, use of music, and appropriate incentives/rewards) to motivate school age students to participate in physical activity inside and outside of the school;

(j) use strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, and cooperation) that promote positive relationships and a productive learning environment;

(k) develop and apply an effective classroom management plan;

(l) describe and demonstrate effective communication skills;

(m) describe and implement strategies to enhance communication among students in physical activity settings;

(n) identify, develop, and implement appropriate program and instructional goals based on short and long term goals that are linked to student needs;

(o) design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction;

(p) provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas;

(q) select and implement instructional strategies for reading and writing within the content area;

(r) develop and apply direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving, and critical thinking);

(s) demonstrate knowledge of components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias;

(t) demonstrate knowledge and apply assessment techniques to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes);

(u) interpret and use performance data to make informed curricular and instructional decisions;

(v) evaluate personal instructional performance (e.g., description of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change);

(w) construct a plan for continued professional growth based on the assessment of personal teaching performance and school-based needs;

(x) design, develop, and implement student learning activities that integrate information technology;

(y) use technologies to communicate, network, locate resources, and enhance continuing professional development;

(z) demonstrate strategies to become an advocate in the school and

community to promote a variety of health-enhancing opportunities:

(aa) participate in the professional health education and physical education community (e.g., school, district, state, and national) and within the broader education field;

(ab) identify, seek, and utilize community resources to promote health enhancing opportunities; and

(ac) establish productive relationships with parents/guardians and school colleagues to support student growth and well being.

~~(i) personal health and fitness, including:~~

~~(A) emotional and mental health;~~

~~(B) the physical, social and emotional dimensions of alcohol, tobacco and other drug use;~~

~~(C) the physical and emotional aspects of human sexuality;~~

~~(D) chronic and communicable diseases, including HIV and STDs, body defenses, and disease prevention;~~

~~(E) consumer health and the role of critical thinking and decision-making to enhance health;~~

~~(F) the study of human anatomy and physiology, exercise physiology, movement and exercise analysis and the principles involved in learning and developing motor skills and fitness;~~

~~(G) nutrition, including weight control, food fads, diet supplements and eating disorders;~~

~~(H) understanding the principles and components of health-related physical fitness; and~~

~~(I) cultural and gender issues including discrimination, and harassment;~~

~~(ii) societal issues, including:~~

~~(A) community and environmental health;~~

~~(B) chronic and communicable diseases and disease prevention;~~

~~(C) consumer health education;~~

~~(D) medical ethical issues; and~~

~~(E) health problems that may be of special significance to a specific gender or culture;~~

~~(b) provide knowledge and skills to teach prevention and intervention strategies, including risk and protective factors and the building of self-esteem and resiliency;~~

~~(c) provide an exposure to a variety of movement forms in the psychomotor domain including:~~

~~(i) fundamental manipulative, locomotor, nonlocomotor, motor skills and exercises;~~

~~(ii) movement exploration and tumbling;~~

~~(iii) individual and dual lifetime sports;~~

~~(iv) lead-up games, team sports and games;~~

~~(v) mass games and activities;~~

~~(vi) rhythms and dance;~~

~~(vii) outdoor education; and~~

~~(viii) American Indian and other ethnic games and activities;~~

~~(d) provide knowledge and skill in organizing, planning, administering and~~

evaluating the total health enhancement curriculum including:

- ~~(i) the relationship of health enhancement to the total curriculum;~~
- ~~(ii) maintenance of facilities, including the selection, purchase and care of equipment and supplies;~~
- ~~(iii) organization and administration of intramural, recreational, and interscholastic programs;~~
- ~~(iv) good communication skills in advocating for the importance of the health enhancement curriculum to other school personnel, parents, community agencies and public;~~
- ~~(v) aspects of liability; and~~
- ~~(vi) student assessment and program evaluation;~~
- ~~(e) provide competence in working with students with disabilities including:~~
 - ~~(i) administration of programs;~~
 - ~~(ii) identification of common physical and mental disabilities; and~~
 - ~~(iii) prescription of adapted programs specific to individual disabilities;~~
- ~~(f) relate the importance and appropriate use of language arts skills to the health enhancement program;~~
- ~~(g) provide knowledge of principles, standards and procedures of safety including:~~
 - ~~(i) required certification in first aid and CPR; and~~
 - ~~(ii) safety education, including outdoor, water, home and traffic.~~

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.521 READING SPECIALISTS K-12 (1) For the prospective reading specialist ~~†The program shall provide in-depth level of understanding, knowledge and application of~~ requires that successful candidates:

- ~~(a) a planned sequence of study to include but not limited to:~~ demonstrate knowledge of the foundations of reading and writing processes and instruction, including:
 - (i) knowledge of a wide range of evidence-based reading research and histories of reading;
 - (ii) knowledge of a philosophy of reading instruction which recognizes the importance of teaching reading and writing as processes;
 - (iii) knowledge of reading components (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation), and how these are integrated in fluent reading and the writing process;
 - (iv) an understanding and recognition of the distinct and unique cultural heritage of American Indians; and
 - (v) appropriate use of educational technology in the reading program;
- (b) demonstrate knowledge and understanding of individual, cultural, linguistic, and ethnic diversity in the teaching process;
- (c) demonstrate instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction;
- (d) demonstrate assessment tools and practices to plan and evaluate

effective reading instruction; and

(e) integrate foundational knowledge and use instructional practices, approaches and methods, curriculum materials, and assessments to monitor and evaluate the reading program and student learning.

~~(i) a philosophy of reading instruction which recognizes the importance of teaching reading and writing as processes rather than discrete series of skills or unrelated activities/exercises (i.e., a dynamic integration between reader's existing knowledge, the text and the context of the reading/writing situation);~~

~~(ii) sensitivity to individual differences and the information the reader brings to the reading experience (i.e., prior knowledge, metacognitive abilities, aptitudes, attitudes, self-concept, language development and motivation);~~

~~(iii) recognition of the need to plan instruction based on the reading and literacy strengths of individual learners rather than on emphasizing weaknesses;~~

~~(iv) a wide variety of genre integrated into the curriculum, including quality literature and the diversity of expository materials appropriate to the age and developmental levels of learners; and~~

~~(v) research on reading which includes a range of methodologies (e.g., ethnographic, descriptive, experimental and historical);~~

~~(b) understanding of the nature of the learner and the learning process with specific applications to reading:~~

~~(i) knowledge of the importance of embedding effective reading instruction within a meaningful context (i.e., the development of content and knowledge) for the purposes of completing specific authentic tasks, for personal growth, and for pleasure;~~

~~(ii) recognizes the developmental process of reading acquisition including:~~

~~(A) emerging literacy (knowledge of association of oral language to written language);~~

~~(B) knowledge of textual conventions (i.e., phonic knowledge, story structure, etc.);~~

~~(C) fluent integration of text information and reader knowledge; and~~

~~(D) strategic reading (i.e., how to control reading purposes and personal strategies such as metacognition, reflection, critical literacy);~~

~~(c) techniques in reading instruction and skills to diagnose reading problems that include:~~

~~(i) knowledge of current perspectives about the nature and purposes of reading and research-based approaches to reading instruction;~~

~~(ii) understanding and sensitivity to individual differences among learners and how these differences influence reading (e.g., prior knowledge and experience, cultural and ethnic diversity, different opportunities for learning);~~

~~(iii) assisting students to self-reflect, to monitor, and to gradually assume greater responsibility of their reading;~~

~~(iv) understanding the interactive nature and multiple causes of reading difficulties in learning;~~

~~(v) knowledge of strategies to help students monitor, apply, and comprehend word recognition strategies and learn and apply reading comprehension strategies in the content area; and~~

~~(vi) providing services in effective settings to students in reading/learning~~

disability, special education of local, state or federal compensatory programs;

~~(d) instructional materials that:~~

~~(i) are designed, selected, modified and evaluated to reflect established curriculum goals and learner outcomes, current research, the interest, motivation and needs of individual learners; and~~

~~(ii) incorporate appropriate educational technology;~~

~~(e) a supervised practicum with elementary and secondary school learners in developmental, corrective and accelerated reading instruction that provides:~~

~~(i) knowledge of instructional techniques which facilitate direct instruction and model the "what, when, why, where and how" to use reading strategies with narrative and expository texts; and~~

~~(ii) modeling teacher questioning strategies, and modeling teacher and student initiated questions;~~

~~(f) studies, experiences, and activities in language arts which increase knowledge and skill related to:~~

~~(i) creating a literate environment that fosters interest and growth in all aspects of literacy, including reading, writing, listening, speaking and thinking;~~

~~(ii) the value of reading aloud to learners;~~

~~(iii) student opportunities to understand various purposes and functions for reading/writing, to view reading/writing as relevant to themselves, to write and have their writing responded to in a positive way;~~

~~(iv) an understanding of environmental factors that can influence student performance on measures of reading achievement;~~

~~(v) recognition and appreciation of the role and value of language and dialect in the reading and learning process; and~~

~~(vi) parent involvement in cooperative efforts to help students with reading development;~~

~~(g) the organization, management, and evaluation of staff development programs which:~~

~~(i) include ongoing training, assisting teachers with instruction, promoting and modeling flexible application of effective instructional strategies;~~

~~(ii) engender collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literacy theory, and instruction;~~

~~(iii) promote and facilitate teacher and classroom-based research; and~~

~~(iv) understand and use multiple indicators of professional growth;~~

~~(h) development, management, and evaluation of researched-based effective reading/literacy approaches that:~~

~~(i) recognize the importance of implementing reading/literacy programs designed to meet the needs of readers and writers;~~

~~(ii) involve parents in cooperative efforts to help students with reading development;~~

~~(iii) help students use technology, print and non-print media effectively;~~

~~(iv) recognize the importance of time for the reading of extended text for authentic purposes;~~

~~(v) encourage higher-order skills through activities that encourage reflective and critical thinking, problem-solving and decision-making which are integrated~~

across the curriculum;

- ~~(vi) provide alternative instructional opportunities based on student needs, learning styles, rates of progress, interests and strategies for effective instruction;~~
- ~~(vii) include a variety of assessment practices to improve student learning and motivation; and~~
- ~~(viii) provide opportunities for creative responses to text;~~
- ~~(i) the integration of the reading/writing process with all content areas through collaboration with teachers, other specialists, administrators, support personnel, parents and others by:~~
 - ~~(i) providing leadership in the area of reading and literacy in cooperation with professionals;~~
 - ~~(ii) serving as a resource in the area of reading and literacy education for teachers, administrators, parents and the community;~~
 - ~~(iii) involving parents in cooperative efforts to help students with reading and literacy development; and~~
 - ~~(iv) communicating information and translating latest research about programs and data about reading to the media, policy makers, and the general public;~~
- ~~(j) on-going assessment practices that:~~
 - ~~(i) reflect the complex nature of reading, writing, language and thinking;~~
 - ~~(ii) include high-quality text, a variety of genre and a range of authentic literacy tasks;~~
 - ~~(iii) involve multiple indicators of learner progress which align instruction and learning and assess learner attitudes;~~
 - ~~(iv) include appropriate applications of research-based and innovative assessment approaches; and~~
 - ~~(v) provide for teacher and student self-reflection;~~
- ~~(k) professional literacy organizations which provide information, research and resources to the reading professional (i.e., international reading association, state and local reading organizations).~~

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10.58.522 SCIENCE (1) The broadfield major shall include a concentration in one of the endorsable disciplines that is coupled with balanced study in three other endorsable science disciplines. Science disciplines selected shall adhere to a scope and sequence approach which ensures a thorough grounding in the basic philosophy, theory, concepts and skill associated with the National Science Education Standards. Curricula leading to a certificate in a science area must meet (2), generally, and (3) through (8), specifically. science program ensures that successful candidates follow the subject-major/minor program of study or the broadfield major program of study. Subject-major/minor teaching endorsement programs are limited to biology, earth science, chemistry, and physics. The broadfield major includes a concentration in one of the endorsable disciplines, coupled with balanced study in three other endorsable science disciplines. Science disciplines selected adhere to a scope and sequence which ensures a thorough

grounding in the basic philosophy, theory, concepts, and skills associated with Montana and national K-12 content standards.

(2) ~~Common standards for the program shall provide~~ The science endorsement requires that successful candidates:

(a) ~~demonstrate~~ a thorough ~~preparation in~~ understanding of inquiry-based learning in more than one of ~~across~~ the sciences. This preparation ~~shall~~ includes:

(i) both breadth and depth of knowledge in science, including recent significant changes in the field, as reflected by the ~~National Science Education Standards~~ national standards;

(ii) competency in basic mathematics, statistics, and current and emerging technological applications including computer applications to science teaching; and

(iii) preparation and experience in environmental science, including Montana American Indian traditional relationships to the environment; and

(iv) methods to engage in inquiry in a variety of ways;

(b) ~~the experience through~~ demonstrate knowledge and skills in the methods of guided and facilitated learning in order to interpret and communicate science research to others;

(c) apply instructional strategies which model learning environments with extended time, appropriate space, and resources with equipment and technology typically found in the contemporary secondary classroom;

(d) ~~an~~ demonstrate understanding and experience of how to develop and maintain the highest levels of safety in classrooms, stockrooms, laboratories, and other areas related to instruction in science;

(e) ~~experiences in~~ demonstrate knowledge of formative and summative assessment techniques which model a variety of authentic and equitable assessment strategies that ensure the continuous intellectual, social, and personal development of the learner in all aspects of science; ~~and~~

(f) apply and evaluate models of interdisciplinary approaches to provide experiences in understanding science; ~~which model an interdisciplinary approach.~~

(g) articulate a well-defined rationale for instructional goals, materials, and actions in relation to state and national education standards and student achievement.

(3) ~~The physical science program shall~~ candidate for an endorsement in earth science has the following knowledge and skills, including:

(a) ~~provide~~ conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change, constancy, measurement, evolution and equilibrium, form and function;

(b) ~~engage prospective teachers regularly and effectively in~~ exploration and inquiry learning as tools in investigating in all aspects of the natural environment, and knows how to apply and teach these methods when instructing students;

(c) ~~require~~ systematic and quantitative study of the fundamental topics in ~~chemistry and physics~~ earth science interrelated and illustrated with descriptive and historical perspectives, as well as the applications of ~~physical~~ earth science in society;

(d) conceptual understanding of astronomy, geology, paleontology, meteorology, and oceanography, and their relations with each other;

(e) conceptual understanding of biology, chemistry, or physics, emphasizing

the interrelationships among the sciences and their relations to earth science:

~~(d) (f) require study in conceptual understanding of mathematics, including a working knowledge of calculus trigonometry and statistics;~~

~~(e) provide opportunities to study the interaction of chemistry and physics with technology in contemporary health, ethical, and human issues;~~

~~(f) require course work in biology or earth science, emphasizing the interrelationships among the sciences and their relationships to physical science; and~~

~~(g) conceptual understanding of ethical and human implications of such contemporary issues as the impact of technologies on earth systems;~~

~~(g) (h) require experience in designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, and facilities, and chemicals which support and enhance curricula and instruction in the physical sciences. earth science and especially techniques and strategies for using the local environment as a teaching/learning laboratory; and~~

~~(i) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself and especially using questions to define problems and potential solutions.~~

~~(4) The earth science program shall candidate for an endorsement in biology demonstrates the following knowledge and skills, including:~~

~~(a) provide conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;~~

~~(b) engage prospective teachers regularly and effectively in exploration and inquiry learning as tools in investigating in all aspects of the natural environment and knows how to apply and teach these methods when instructing students;~~

~~(c) require systematic and quantitative study of the fundamental topics in earth science, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of earth science in society conceptual understanding of living organisms, ethical laboratory and field studies promoting investigation inquiry, applications of biology in social and historical perspectives, and the use of experimental methods;~~

~~(d) require course work in astronomy, geology, paleontology, meteorology, and oceanography, and their relationships with each other conceptual understanding of zoology, botany, physiology, genetics, ecology, microbiology, cell biology/biochemistry, and evolution, and their relationships with each other, including the processes and diversity of life;~~

~~(e) require course work in biology, chemistry, or physics, emphasizing the interrelationships among the sciences and their relationships to earth science;~~

~~(f) require study in conceptual understanding of mathematics including a working knowledge of trigonometry probability and statistics;~~

~~(f) conceptual understanding of physics, chemistry, or earth science emphasizing the interrelationships among the sciences;~~

~~(g) provide opportunities to study the ethical and human implications of such contemporary issues as the impact of technologies on the lithosphere, atmosphere, hydrosphere, and biosphere; and conceptual understanding of the relationships~~

between biology and molecular genetics and the impacts of biotechnology upon humans and their environment including ethical and legal implications;

~~(h) include experiences in designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, and facilities, and specimens which support and enhance curricula and instruction in earth science. Techniques and strategies for using the local environment as a teaching/learning laboratory must be emphasized. biology; and~~

(i) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself, and especially using questions to define problems and potential solutions.

~~(5) The biology program shall~~ candidate for an endorsement in chemistry demonstrates the following knowledge and skills, including:

~~(a) provide conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;~~

~~(b) engages prospective teachers regularly and effectively in exploration and inquiry as tools in investigating in all aspects of the natural environment and knows how to apply and teach these methods when instructing students;~~

~~(c) include study and experiences emphasizing living organisms including laboratory and field studies promoting investigation, inquiry, applications of biology in social and historical perspectives, and the use of experimental methods systemic and quantitative study of the fundamental topics of chemistry, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of chemistry in society;~~

~~(d) include course work in zoology, botany, physiology, genetics, ecology, microbiology, cell biology/biochemistry, and evolution, and their relationships with each other conceptual understanding of organic, inorganic, analytical, physical, and biochemistry, and their relationships with each other;~~

~~(e) conceptual understanding of physics, biology, or earth science emphasizing the interrelationships among the sciences;~~

~~(e) (f) include study in conceptual understanding of mathematics including a working knowledge of probability and statistics calculus;~~

~~(f) include course work in physics, chemistry or earth science emphasizing the interrelationships among the sciences;~~

~~(g) provide opportunities to study the relationships between biology and molecular genetics and the impacts of biology/technology upon humans and their environment including ethical implications; and~~

~~(h) provide experiences in designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, facilities, and specimens which support and enhance curricula and instruction in biology.~~

~~(6) The chemistry program shall:~~

~~(a) provide conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;~~

- ~~(b) engage prospective teachers regularly and effectively in exploration and inquiry in all aspects of the natural environment;~~
- ~~(c) include systematic and quantitative study of the fundamental topics in chemistry, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of chemistry in society;~~
- ~~(d) include course work in organic, inorganic, analytical, physical, and biochemistry, and their relationships with each other;~~
- ~~(e) include course work in physics, biology, or earth science emphasizing the interrelationships among the sciences;~~
- ~~(f) include study in mathematics, including a working knowledge of calculus;~~
- ~~(g) provide opportunities to study the conceptual understanding of the interaction of chemistry and technology in contemporary health, ethical, legal, and human issues (e.g., the effects of synthetic molecules and food additives on life systems and the disposal of toxic chemical wastes); ~~and~~~~
- ~~(h) provide experiences in designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, facilities, and chemicals which support and enhance curricula and instruction in chemistry; ~~and~~~~
- ~~(i) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself and especially using questions to define problems and potential solutions.~~

~~(7)~~ (6) The physics program shall candidate for an endorsement in physics demonstrates the following knowledge and skills, including:

- ~~(a) provide conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;~~
- ~~(b) engage prospective teachers regularly and effectively in exploration and inquiry learning as tools in investigating all aspects of the natural environment, and knows how to apply and teach these methods when instructing students;~~
- ~~(c) include systematic and quantitative study of the fundamental topics in physics, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of physics in society;~~
- ~~(d) include course work in conceptual understanding of classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, quantum mechanics, and other fields of modern physics, and their relationships with each other;~~
- ~~(e) include course work in conceptual understanding of biology, chemistry, or earth science emphasizing interrelationships among the sciences;~~
- ~~(f) require study in conceptual understanding of mathematics, including an introduction to differential equations calculus;~~
- ~~(g) provide opportunities to study the conceptual understanding of interaction of physics and technology in contemporary health, ethical, legal, and human issues (e.g., power plant siting silting and waste disposal, long-range energy policies, and the effects of radiation on living systems); ~~and~~~~
- ~~(h) provide experiences in designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and~~

techniques with equipment, technologies, and facilities which support and enhance curricula and instruction in physics; and

(i) facilitating classroom discourse through questions, reflecting on, and critically analyzing ideas leading students toward a deeper understanding of the inquiry process itself, especially using questions to define problems and potential solutions.

~~(8)~~ (7) The candidate for an endorsement in broadfield science program shall demonstrate the following knowledge and skills, including:

~~(a) provide~~ conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;

~~(b) engage prospective teachers regularly and effectively in~~ exploration and inquiry learning as tools in investigating all aspects of the natural environment and knows how to apply and teach these methods when instructing students;

~~(c) require~~ systematic and quantitative study of the fundamental topics in biology, chemistry, physics, and earth science including descriptive and historical perspectives, as well as the applications of these sciences in society;

~~(d) include~~ study and experiences emphasizing interrelationships among all the sciences, as well as between the sciences and other areas of study such as mathematics;

~~(e) include the study of~~ conceptual understanding of mathematics, including a working knowledge of calculus and statistics;

~~(f) emphasize~~ conceptual understanding of the relationships ~~between among~~ science, technologies, and the study of environmental education and technology and the impacts of science and technology upon humans and the environment;

~~(g) provide experiences in~~ designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, facilities, ~~chemicals~~, and specimens which support and enhance curricula and instruction in all sciences including laboratory and field studies that promote investigation and inquiry, and the use of experimental methods;

~~(h) require preparation in the~~ conceptual understanding of earth sciences including course work in astronomy, geology, paleontology, meteorology and oceanography, and their relationships with each other;

~~(i) require preparation in~~ conceptual understanding of biology including course work in zoology, botany, physiology, genetics, ecology, microbiology, cell biology/biochemistry, and evolution, and their relationships with each other. This preparation must include study and experiences emphasizing living organisms;

~~(j) require preparation in~~ conceptual understanding of chemistry including course work in organic, inorganic, analytical, physical and biochemistry and their relationships with each other; ~~and~~

~~(k) require preparation in~~ conceptual understanding of physics including course work in classical mechanics, electricity- and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, ~~and~~ quantum mechanics, and other fields of modern physics and their relationships with each other; and

(l) facilitating classroom discourse through questioning, reflecting on, and

critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself, and especially, using questions to define problems and potential solutions.

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IMP: 20-1-501, 20-2-121, MCA

10.58.523 SOCIAL STUDIES (1) For the prospective social studies teacher the program ensures that successful candidates may follow the subject-major/minor pattern program of study or the broadfield major pattern program of study. Subject-major/minor teaching endorsement programs are limited to history, government, economics, geography, government, history, psychology, and/or sociology. The "broadfield" social studies teaching endorsement shall include course work a concentration in history and government and at least one additional field of study course work chosen from economics, geography, psychology, and/or sociology. The social studies disciplines adhere to a thorough grounding in the basic philosophy, theory, concepts, and skills associated with Montana and national standards.

~~(a) (2) For the prospective teacher in each identified area the program shall:~~
The social studies endorsement requires that successful candidates:

(a) demonstrate a thorough understanding of inquiry-based learning across the social studies;

(b) demonstrate understanding of and ability to integrate into curriculum knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana;

(c) demonstrate knowledge and skills in the methods of guided and facilitated learning in order to interpret and communicate social studies concepts and research to others;

(d) apply instructional strategies which model learning environments with extended time, appropriate space, resources, and emerging technology found in the contemporary secondary classroom;

(e) demonstrate knowledge of formative and summative assessment techniques that model a variety of authentic and equitable assessment strategies to ensure the continuous intellectual, social, and personal development of the learner in all aspects of social studies;

(f) apply and evaluate models of interdisciplinary approaches to provide experiences in understanding social studies; and

(g) articulate a well-defined rationale for instructional goals, materials, and actions in relation to state and national social studies standards and student achievement.

~~(i) require completion of a course dealing specifically with the social studies curriculum and with a wide range of methods and resources for the instruction of that curriculum to middle and high school students;~~

~~(ii) require completion of multiple clinical experiences that begin early in the professional program and culminate in a student teaching experience lasting at least 10 weeks and supervised by qualified professionals; and~~

~~(iii) provide instruction by faculty in all components of the program with~~

expertise in their fields of specialization.

~~(b) The broadfield social studies endorsement program shall require completion of a minimum of:~~

~~(i) 24 semester credits in history;~~

~~(ii) 15 semester credits in government; and~~

~~(iii) 12 semester credits in one of the following areas of study:~~

~~(A) economics;~~

~~(B) geography;~~

~~(C) psychology; or~~

~~(D) sociology.~~

~~(c) (3) The economics endorsement program shall require systematic study of that successful candidates demonstrate knowledge of:~~

~~(i) (a) economic theory;~~

~~(ii) (b) the basic economic problems confronting societies and the examination of the ways in which economic systems seek to resolve the three basic economic problems of choice (i.e., determining what, how, and for whom to produce) that are created by scarcity and environmental impact;~~

~~(iii) (c) the basic economic goals for society, including freedom of choice, ethical action, efficiency, equity, full employment, price stability, growth, and security;~~

~~(iv) (d) the nature of comparative economic systems, including:~~

~~(A) (i) the organization and importance of the international economic system;~~

~~(B) (ii) the distribution of wealth and resources on a global scale;~~

~~(C) (iii) the struggle of the "developing nations" to attain economic independence and a better standard of living for their citizens;~~

~~(D) (iv) the role of the transnational corporation in changing rules of exchange; and~~

~~(E) (v) the influence of political events on the international economic order.~~

~~(d) (4) The geography endorsement program shall require that successful candidates demonstrate knowledge systematic study of:~~

~~(i) (a) the geographic themes of location (absolute and relative), place (physical and human characteristics), human-environment interaction (relationships within places), movement (of people, goods, and ideas), and regions (how they form and change);~~

~~(ii) (b) physical geography including solid earth, atmosphere, oceans, landforms, soils, and biogeography;~~

~~(iii) (c) human geography, including cultural, social, historical, political, and economic concerns; and~~

~~(iv) (d) the use of maps and other tools of geographical investigation or presentation to process information from a spatial perspective.~~

~~(e) (5) The government endorsement program shall require that successful candidates demonstrate knowledge systematic study of:~~

~~(i) (a) the nature of individual dignity, popular sovereignty, political power, and political authority;~~

~~(ii) (b) American democracy as a form of government based on federalism, separation of powers, checks and balances, civil rights and liberties, elected representation, and popular participation;~~

~~(iii) (c) the organization, powers, and politics of the national, state, tribal, and~~

local units of American government;

(iv) (d) the role of public opinion, elections, interest groups, and political leaders in building compromise and policy making;

(v) (e) the American political system compared with forms of government and politics of other countries of the world and of American Indian tribes; and

(vi) (f) the nature of international relations and the principles and organizations that are used to mediate multinational conflict and achieve multinational order.

(f) (6) The history endorsement program ~~shall~~ requires that successful candidates demonstrate knowledge systematic study of:

(i) (a) U.S. history, including the history of the many peoples who have contributed to the development of North America;

(b) the history of diverse civilizations throughout the world;

(c) the origin, development, and ramifications of present local, tribal, national, and world affairs;

(ii) (d) the skills of chronological thinking, analysis of evidence, and interpretation of the historical record; ~~and~~

(iii) (e) the cultural, economic, political, scientific/technological, and social activity of humans in the analysis of contemporary issues and problems; and

(f) the history, cultural heritage, political development, and contemporary status of American Indians and tribes in Montana.

(g) (7) The psychology endorsement program ~~shall~~ requires that successful candidates demonstrate knowledge the systematic study of:

(i) (a) the basic psychological theories including developmental, personality, learning, motivation, cognition, biological/physiological, social behavior, and psychological disorders;

(ii) (b) the applying of the processes of scientific inquiry and descriptive statistics to questions concerning human behavior;

(iii) (c) the behaviors which are most effective in coping with stresses in life and in improving interpersonal relationships;

(iv) (d) human development in terms of physiological, social, and environmental influences throughout the lifespan; and

(v) (e) the theories and factors which contribute to psychological dysfunction of individuals and families.

(h) (8) The sociology endorsement program ~~shall~~ requires that successful candidates demonstrate knowledge systematic study of:

(i) (a) the basic structure and history of the world's social systems;

(ii) (b) the factors which hold groups together or which change and weaken them;

(iii) (c) the application of knowledge and techniques to practical problems in the every day world of individuals, groups, organizations, and government; and

(iv) (d) the importance of cultural diversity in contemporary society.

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IMP: 20-1-501, 20-2-121, MCA

10.58.524 COMMUNICATION (1) ~~For the prospective educator in the field~~

~~of interpersonal and/or speech communication, t~~The program shall requires that successful candidates:

- ~~(a) Provide a structural framework which demonstrates:~~
 - ~~(i) explicit goals, procedures and rationales in an identifiable program for prospective communication teachers;~~
 - ~~(ii) articulation of program goals, procedures and rationales to faculty, students, and administrators;~~
 - ~~(iii) the effort to integrate on-campus content and methods and field experiences in appropriate K-12 classrooms throughout the program; and~~
 - ~~(iv) the modeling of pedagogy and attitudes which reflect and apply knowledge of current research on the theory and practice of teaching communication;~~
- ~~(b) Provide demonstrate understanding of and performance proficiency with respect to the following areas proficiently in:~~
 - ~~(i) the composing process, including research, organization, and context development;~~
 - ~~(ii) theory of human communication including:~~
 - ~~(A) symbolic development;~~
 - ~~(B) transference of meaning, both cognitively and affectively;~~
 - ~~(C) nonverbal communication; and~~
 - ~~(D) language, including social and cultural factors affecting language use;~~
 - ~~(iii) context (practices) of human communication, including the following:~~
 - ~~(A) public speaking;~~
 - ~~(B) rhetoric;~~
 - ~~(C) argumentation;~~
 - ~~(D) persuasion;~~
 - ~~(E) oral interpretation;~~
 - ~~(F) interpersonal, small group, organizational communication;~~
 - ~~(G) cross-cultural communication, including Montana American Indians;~~
 - ~~(H) mass media and society; and~~
 - ~~(I) listening;~~
 - ~~(iv) diagnostic techniques, progress assessment, and prescriptions for improving students' formal and informal communication skills;~~
- ~~(b) demonstrate knowledge of curriculum, lesson planning, and instructional strategies for interpersonal communication;~~
 - ~~(c) Provide a pedagogy for interpersonal communication, which includes:~~
 - ~~(i) selecting, designing, organizing and employing objectives, effective instructional strategies, and resources for a communication program;~~
 - ~~(ii) the ability to organize, develop, and administer co-curricular programs which direct student experiences in performance events; and~~
 - ~~(iii) designing or selecting appropriate assessment methods and helping students assess others and themselves;~~
 - ~~(d) Develop demonstrate positive attitudes for teaching communication and demonstrate knowledge and understanding of students', including:~~
 - ~~(i) a concern for students;~~
 - ~~(ii) commitment to professional growth; and~~
 - ~~(iii) awareness of pupil social and cultural backgrounds affecting symbolic~~

cognition.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.525 TRADES AND INDUSTRY (1) ~~For the prospective teacher t~~The program shall ~~provide~~ requires that successful candidates:

(a) ~~a~~ demonstrate knowledge of curriculum that considers current design and implementation practices from the following sources:

- (i) national professional organizations;
- (ii) Montana school accreditation standards;
- (iii) local public school standards and curricula;
- (iv) industrial standards; and
- (v) advisory boards of industrial leaders; ~~and~~

~~(vi) reflected in~~ knowledge of curricular design, course outline, instructional strategies and evaluation of student work;

(b) demonstrate knowledge/competency in courses in applied mathematics, science, communication, and related areas in general education components to provide depth and breadth of content; ~~and~~

(c) ~~appropriate studies~~ demonstrate knowledge/competency in the areas in which the graduate he/she will teach including:

- (i) safety in the work place;
- (ii) fundamental knowledge about technology and its application to trades and industry;

(iii) information about industry's organization, personnel systems, techniques, resources, products, and social impacts;

(iv) ~~skills in developing and using trades and industry youth organizations as a means of promoting positive personal traits and teaching leadership skills~~ the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork);

(v) specific training in the safe use of equipment in each trade and industry area studied;

(vi) ~~awareness in cooperation with the private sector~~ in forming partnerships, advisory boards, job shadowing, and involving the trades and industry world into the curriculum;

(vii) ~~provide for the~~ planning, maintenance, and management of laboratory facilities;

(viii) provide gender equitable, culturally sensitive opportunities;

(ix) ~~prepare~~ preparing students for post-secondary education, depending on personal goals; and

(x) ~~an awareness of~~ the rules and regulations dealing with vocational certification, education, and funding-;

(d) demonstrate knowledge of educational environments in the classroom and laboratory that enhance student learning;

(e) select and apply appropriate instructional strategies for individual and group instruction;

(f) demonstrate knowledge of and apply laboratory management skills (e.g.,

maintaining inventory, filing, requisitioning equipment and materials, maintenance, and budgeting);

(g) develop and use lesson plans, and organize materials to meet the learning needs of students;

(h) develop and implement classroom management consistent with school policy;

(i) articulate trades and industries education to school and community publics;

(j) demonstrate continued growth by assessing growth needs based on research-based instructional practices, knowledge, and dispositions, and plan and carry out needed professional development, especially in relation to local school goals; and

(k) apply a wide range of assessment tools and practices, including technology-based assessment tools;

(i) apply a variety of assessment practices to improve student learning and motivation;

(ii) apply multiple indicators of learning progress which align instruction and learning and which assess learner attitudes;

(iii) appropriately apply evidenced-based and innovative assessment approaches;

(iv) utilize and monitor teacher and student self-reflection; and

(v) communicate results of assessments to specific individuals (e.g., students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).

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IMP: 20-2-121, MCA

10.58.526 TRAFFIC EDUCATION (1) For the prospective teacher t~~The program shall~~ requires that successful candidates:

~~(a) provide~~ demonstrate an understanding of the state requirements for approval of a traffic education program, i.e., school and teacher, student age, scheduling, program length, and liability;

~~(b) provide~~ demonstrate an understanding of the state requirements to be eligible as an approved teacher of traffic education, i.e., ~~teaching certificate~~ educator license, driver's license, driving record, and specific coursework;

~~(c) provide~~ demonstrate an understanding of the state requirements regarding vehicle usage, i.e., required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, and insuring;

~~(d) provide~~ demonstrate an understanding of the general administrative procedures and policies required for conducting an approved traffic education program, i.e., approval and reimbursement forms;

~~(e) develop an understanding~~ demonstrate knowledge of the driver licensing process and the responsibilities associated with having that license;

~~(f) provide for~~ demonstrate a working knowledge and administration of the cooperative driver testing program leading to instructor certification;

~~(g) provide for~~ demonstrate a working knowledge of perceptual and physical

screening techniques;

(h) ~~develop~~ demonstrate an understanding of the Uniform Vehicle Code, motor vehicle laws of Montana, and due process;

(i) ~~develop~~ demonstrate an understanding of the consequences resulting from violations, i.e., driving record, loss of driving privilege, higher insurance premiums, license retesting;

(j) ~~develop~~ demonstrate the ability to effectively assist students in examining and clarifying their beliefs, attitudes, and values as they relate to general safety;

(k) ~~develop an awareness~~ demonstrate an understanding of the importance of positive attitudes toward safe driving, i.e., mental, social, and physical tasks performed through a decision-making process;

(l) ~~develop~~ demonstrate an understanding of the safe interaction of all elements of the highway transportation system, i.e., pedestrians, bicyclists, passengers, motorcyclists, drivers, vehicles, and roadways;

(m) ~~develop~~ demonstrate an understanding of the responsibilities of vehicle ownership, i.e., basic mechanical operation, maintenance, and insuring;

(n) ~~develop~~ demonstrate an understanding of vehicle dynamics as they relate to operator control and the effects of occupant restraint systems;

(o) ~~provide for the study~~ demonstrate an understanding of current traffic education issues, i.e., parent involvement, zone control, reference points, aggressive driving, and graduated driver licensing;

(p) ~~provide~~ acquire opportunities for student teaching experiences in classroom and behind-the-wheel situations with novice driving students under the direct supervision of a qualified teacher;

(q) ~~develop an awareness of the need to provide a variety of appropriate driving experiences enhanced through an assortment of teaching and learning methods~~ design educational strategies for appropriate driving experiences for diverse learners;

(r) ~~provide opportunities to demonstrate sequential~~ develop a logical scope and sequence plan for training driving skills in the repeated safe operation of a motor vehicle, i.e., controlled but varied situations and environments;

(s) ~~provide~~ demonstrate knowledge, application, and evaluation of specific student competencies, i.e., vehicle control, roadway markings, maneuvers, intersections, and highways;

(t) ~~develop an awareness~~ demonstrate an understanding of specific competencies as defined by recognized agencies and organizations, i.e., Office of Public Instruction, and American Driver and Traffic Safety Education Association;

(u) ~~provide for the study of~~ design educational strategies for visual perceptual skill development, i.e., zone control, IPDE process, Smith system, and defensive driving principles;

(v) ~~provide opportunities to experience and develop~~ demonstrate an understanding of driving skills required to successfully handle adverse and emergency situations;

(w) ~~provide for the study~~ demonstrate an understanding of accident facts, causation, and current crash avoidance and injury prevention strategies;

(x) ~~provide for the study of~~ develop a logical scope and sequence plan for a traffic education program that includes the physiological and psychological

influences of alcohol and drug abuse as they relate to use of the highway transportation system;

~~(y) provide skills and techniques and strategies to integrate traffic education into the K-12 curriculum;~~

~~(z) (y) develop demonstrate skills and techniques, and provide using potential equipment, to assist learning for students with special needs;~~

~~(aa) (z) develop demonstrate an understanding of techniques and strategies to integrate traffic education into the K-12 curriculum;~~

~~(ab) (aa) develop the ability to identify and implement teaching trends and materials which will help assure continued program enhancement;~~

~~(ae) (ab) develop demonstrate an understanding of, and provide tools for, student and program assessment; and~~

~~(ad) (ac) provide demonstrate an understanding of current information on appropriate resources and how to establish an effective traffic education support network; and~~

~~(ae) encourage professional growth through continuing education and involvement in appropriate professional organizations.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.527 AREAS OF PERMISSIVE SPECIAL COMPETENCY

(1) Programs designed for teachers who hold a regular Montana teaching certificate and desire skills in a non-endorsement field to appear on the teaching certificate shall:

(a) meet the standards for the area of permissive special competency as approved by the Board of Public Education and outlined below; and

(b) when specified, have laboratory experiences under the jurisdiction of the preparing institution.

(2) Programs must include a minimum of 20 semester (30 quarter) credits of preparation.

(3) Permissive special competency programs for early childhood are limited to an "add-on" to elementary endorsement. This may be offered as a minor to elementary education or as an approved program for the addition of early childhood education, and is designed for prospective teachers of children ages eight and under. ~~The program shall provide coursework and experience in the following areas:~~

(4) The early childhood permissive special competency program requires that successful candidates:

(a) Regarding demonstrate knowledge of child development and learning; ~~programs prepare early childhood professionals who:~~

(b) develop relationships that involve family and community in children's learning;

(c) observe, document, and assess learning to support young children and families;

(d) demonstrate knowledge of early childhood education and apply effective instructional strategies, including:

(i) knowing, understanding, and using positive relationships and supportive

interactions;

(ii) knowing, understanding, and using a wide array of appropriate, effective approaches, strategies, and tools for early education;

(iii) knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines;

(iv) using their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes; and

(v) meeting the unique needs of every child, including children with disabilities, children with different socio-economic backgrounds, and children from diverse cultural heritages, with a focus on American Indians.

~~(i) demonstrate understanding of the conditions that affect children's development and learning including risk factors, developmental variations, and developmental patterns of specific disabilities;~~

~~(ii) create and modify environments and experiences to meet the individual needs of all children including children with disabilities, developmental delays, and special abilities;~~

~~(iii) affirm and respect the differences in all children including culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through the creation of learning environments and experiences;~~

~~(iv) describe influences on children's development and learning including socio-cultural and political contexts, economic backgrounds, sex roles, parenting styles, siblings, birth order, temperament, child care, schooling, prenatal variables, and recognize that children are best understood in the contexts of family, culture, and community; and~~

~~(v) articulate an understanding of developmental stages processes, theories of development and learning and their implications for developmentally appropriate practice.~~

~~(b) Regarding ability to establish and maintain physically and psychologically safe and healthy learning environments for children, programs prepare early childhood professionals who:~~

~~(i) provide basic health, nutrition and safety management procedures for infants, toddlers, and young children as well as basic health and safety management and procedures regarding childhood illness and communicable disease;~~

~~(ii) provide appropriate health appraisals and referral procedures to appropriate community health and social services when necessary;~~

~~(iii) identify hazards, assess risks, and provide appropriate corrective steps in early childhood settings;~~

~~(iv) assist young children in developing decision-making and interpersonal skills to promote good health and personal safety;~~

~~(v) demonstrate an understanding of the influence of the physical setting, schedule, routines and transitions on children and use these experiences to promote children's development and learning;~~

~~(vi) demonstrate an understanding of the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health and the importance of supportive relationships; and~~

~~(vii) recognize signs of emotional distress, child abuse, and neglect in young children and understand their responsibility and the procedures for reporting known or suspected abuse or neglect to appropriate authorities.~~

~~(c) Regarding curriculum development and implementation, programs prepare early childhood professionals who:~~

~~(i) develop and implement an integrated curriculum based upon themes, topics and projects that are relevant, meaningful and conceptually sound and which take into account culturally valued content and children's home environment;~~

~~(ii) integrate multicultural/anti-bias themes, literature, and experiences in all curriculum areas;~~

~~(iii) use developmentally appropriate methods that include play, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children in problem-solving, decision making, and to become independent learners and develop intellectual curiosity;~~

~~(iv) create and manage a learning environment that emphasizes direct experience, active manipulation of concrete materials, child choice and decision-making, exploration of the environment and interaction with others;~~

~~(v) demonstrate current knowledge of and ability to develop and implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curriculum and content areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, technology, drama and movement; and~~

~~(vi) plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and state and national curriculum standards.~~

~~(d) Regarding guidance, programs prepare early childhood professionals who:~~

~~(i) exhibit knowledge of indirect guidance techniques and their effect upon children including appropriate scheduling, room arrangement, activities, materials, and transitions;~~

~~(ii) modifying situations to prevent problems and modeling appropriate behavior;~~

~~(iii) use direct group and individual guidance techniques with an emphasis on children learning and gaining in self-discipline, e.g., messages, reflecting feelings, natural and logical consequences, redirection, and problem solving; and~~

~~(iv) establish a pro-social environment which is characterized by mutual trust, respect, and cooperation and which encourages interpersonal problem solving, development of self-control and enhancement of self-esteem.~~

~~(e) Regarding assessment and evaluation, programs prepare early childhood professionals who:~~

~~(i) use informal and formal assessment strategies as an on-going integral part of planning and individualizing curriculum and teaching practices, such as:~~

~~(A) observe, record and assess young children's development and learning and engage children in self-assessment for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences;~~

~~(B) develop and use authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and~~

parents;

~~(C) participate and assist other professionals in conducting family-centered assessments; and~~

~~(D) communicate assessment results and integrate assessment results from others as an active participant in the development and implementation of individualized education plan (IEP) and individual family service plan (IFSP) goals for children with special developmental and learning needs;~~

~~(ii) develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families and the community.~~

~~(f) Regarding disabilities, programs prepare early childhood professionals who:~~

~~(i) adapt strategies and environments to meet the specific needs of all children including those with disabilities, developmental delays, or special abilities;~~

~~(ii) participate in and assist other professionals in family-centered assessments and in developing and implementing individualized service and educational plans for young children;~~

~~(iii) articulate the rationale for early intervention services; and~~

~~(iv) identify available community services for the young child and their family.~~

~~(g) Regarding families and community relations, programs prepare early childhood professionals who:~~

~~(i) explain to parents and other concerned individuals the fundamentals of child growth and development and learning;~~

~~(ii) articulate the rationale for developmentally appropriate education programs for young children and the need for community support for such programs;~~

~~(iii) identify services that provide information and support for families and children and the role of related disciplines in supporting young children and their families;~~

~~(iv) explain roles of parents as primary caregivers and informal teachers of young children, understand the importance of parents' expectations for their children, and acknowledge the collaborative role of parents and teachers in early childhood programs;~~

~~(v) apply family systems theory, knowledge of the dynamics, roles and relationships within families and communities;~~

~~(vi) demonstrate sensitivity to differences in family structures and social and cultural backgrounds; and~~

~~(vii) establish and maintain positive, collaborative relationships with families, such as:~~

~~(A) respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress;~~

~~(B) involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities; and~~

~~(C) support parents in making decisions related to their child's development and parenting.~~

~~(h) Regarding professionalism, programs prepare early childhood professionals who:~~

~~(i) reflect on their practice, articulate a philosophy and rationale for decisions,~~

~~continually self-assess and evaluate the effects of their choices and actions on others (young children, parents, and other professionals) as a basis for program planning and modification and continuing professional development;~~

~~(ii) interpret historical, philosophical, and social foundations of early childhood education and their effect on current practices and future trends;~~

~~(iii) demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession;~~

~~(iv) work collaboratively with professionals (including volunteers) to maintain a safe and developmentally appropriate environment;~~

~~(v) serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators;~~

~~(vi) demonstrate awareness of and commitment to the profession's code of ethical conduct;~~

~~(vii) demonstrate an understanding of basic principles of administration, organization, and operation of early childhood programs including supervision of staff and volunteers and program evaluation; and~~

~~(viii) actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.~~

~~(i) Regarding field experiences and professional internships, programs prepare early childhood professionals who:~~

~~(i) observe and participate under the supervision of qualified professionals in a variety of exemplary settings in which young children are served (such as public and private centers, schools, and community agencies);~~

~~(ii) work effectively over time with children of diverse ages (infants, toddlers, preschoolers, or primary school-aged), with children with diverse abilities, with children reflecting culturally and linguistically diverse family systems;~~

~~(iii) demonstrate the ability to work effectively during full-time (usually at least 300 clock hours-supervised student teaching) and/or practice experiences in at least two different exemplary settings, serving children of two different age groups (infant/toddler, preprimary, or primary age) and with varying abilities; and~~

~~(iv) analyze and evaluate field experiences, including supervised experience in working with parents, and supervised experience in working with interdisciplinary teams of professionals.~~

~~(4) (5) For permissive special competency standards for gifted students K-12 the program shall prepare the prospective teacher to serve the educational needs of gifted (high ability/high potential) students by providing: The gifted and talented permissive special competency program requires that successful candidates:~~

~~(a) demonstrate Kknowledge of the characteristics of gifted students and an understanding of how to utilize appropriate tests and other documentation to formally identify gifted students;~~

~~(b) demonstrate Kknowledge of the curriculum needs that result from the characteristics of individual gifted students and an understanding of how to apply the appropriate curriculum strategies to vary the pace, breadth, and depth of the~~

curriculum through acceleration; differentiation of the content, process and product; and subject enrichment;

(c) demonstrate knowledge of the unique learning styles of gifted learners and an understanding of how to apply that knowledge to modify the learning environment and activities to match the style(s) of the individual student;

(d) demonstrate knowledge of how the social/emotional characteristics of gifted children create different needs that may impact the school and family and an understanding of how to apply appropriate strategies to minimize negative impacts upon the ability of the gifted student to learn;

(e) demonstrate knowledge of the need for gifted students to be challenged by participation with their mental peers, and an understanding of how to meet that need by providing a variety of options in the learning environment;

(f) demonstrate knowledge of how the school environment and characteristics of gifted students cause some high ability/high potential students to achieve at levels far below their potentials and an understanding of how to apply appropriate interventions; and

(g) demonstrate knowledge of the nature of, and need for, team approaches and an understanding of how to effectively apply these strategies in order to provide the best possible school climate and total curriculum services for gifted students.

(6) The technology in education permissive special competency program requires that successful candidates:

(a) demonstrate knowledge of operations and concepts necessary for effective use of technology and infusion into teaching and learning;

(b) demonstrate planning and learning environment design, knowledge, and skills, including:

(i) the identification and design of developmentally appropriate learning opportunities that apply technology enhanced instructional strategies to support the diverse needs of students;

(ii) the application of best practices based on current research when planning and managing learning environments and experiences;

(iii) the identification and location of technology resources and evaluation of them for effectiveness and suitability;

(iv) the planning and implementation of strategies to manage student learning in multiple technology-enhanced classroom environments; and

(v) the planning and implementing of strategies to manage student learning in distance, online, and technology-delivered learning environments;

(c) demonstrate technology-enhanced teaching, learning, and curriculum knowledge and skills by:

(i) facilitating technology-enhanced experiences that incorporate Montana content and performance standards as appropriate;

(ii) using technology to support learner-centered instructional strategies that address the diverse needs of students, including Montana American Indians;

(iii) applying technology to enhance students' critical, creative, and futures thinking;

(iv) managing student learning activities in multiple technology-enhanced classroom environments; and

- (v) managing student learning activities in distance, online, and technology delivered learning environments;
- (d) demonstrate assessment and evaluation knowledge and skills by:
 - (i) applying technology to assess student learning of subject matter using a variety of appropriate assessment techniques;
 - (ii) using technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning; and
 - (iii) using data from a variety of sources to make informed decisions to align learning objectives, instructional activities, technology use and assessment procedures to enhance learning;
- (e) demonstrate knowledge and skills and apply effective strategies for teaching social, ethical, legal, and human issues related to technology use;
 - (i) identifying, classifying, and recommending adaptive/assistive hardware and software for students and teachers with diverse needs and assisting in procurement and implementation;
 - (ii) selecting and applying appropriate technology resources to promote healthy use of technology;
- (f) select and apply appropriate technology resources to address cultural and language diversity, including Montana American Indians;
- (g) demonstrate knowledge in developing systemic planning, procedures, and policies;
- (h) demonstrate knowledge and skills in the development of leadership and visioning by:
 - (i) applying strategies for, and knowledge of, issues related to the change process in education and effective schooling practices;
 - (ii) assisting in the development and evaluation of district technology project planning, funding, and implementation; and
 - (iii) successfully completing integrated, supervised, and field-based professional experiences with accomplished technology facilitators and directors.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

10.58.528 COMPUTER SCIENCE (1) ~~A computer science teaching endorsement prepares an instructor to teach courses where computers, and related forms of technology, are the object(s) and focus of instruction. Computer science teachers must be prepared to teach computer science, including programming and literacy courses, and be prepared to adapt to the rapid changes in the field of computing; therefore, for the prospective teacher the program shall:~~ The program requires that successful candidates:

- (a) include demonstrate knowledge of computer science prerequisites consistent with, and substantially beyond, that which a classroom teacher may be expected to teach;
- (b) include demonstrate knowledge of algorithm design, analysis, and implementation in a programming language, and data structures, and abstract data types covering:

- (i) problem solving techniques and strategies;
- (ii) algorithm design methodologies;
- (iii) algorithm verification;
- (iv) algorithm analysis;
- (v) data structures and abstract data types;
- (vi) at least two programming languages, including object-oriented programming and/or other current programming trends; and
- (vii) program testing;
- (c) ~~provide a cohesive introduction to~~ demonstrate knowledge of the major subject areas of the discipline of computer science, including:
 - (i) algorithms and data structures;
 - (ii) programming languages;
 - (iii) architecture and machine-dependent programming;
 - (iv) numerical and symbolic computing;
 - (v) operating systems and networks;
 - (vi) software methodology and engineering;
 - (vii) database and information retrieval;
 - (viii) artificial intelligence and robotics; and
 - (ix) human-computer interaction;
- (d) ~~provide a broad~~ demonstrate knowledge and development of computer science through of:
 - (i) team software development; and
 - (ii) ~~demonstrated~~ personal written and oral communication skills;
- (e) ~~develop a functional awareness~~ demonstrate knowledge of computing issues, including:
 - (i) the history of computing;
 - (ii) current trends and future directions in computing;
 - (iii) career opportunities in computing;
 - (iv) ethical and moral obligations in the use of computer hardware and software;
 - (v) impacts of computing on society;
 - (vi) practical, hands-on experience with widespread software applications, including:
 - (A) productivity tools;
 - (B) communications and networking;
 - (C) multimedia/authoring tools;
 - (D) instructional software; and
 - (E) operating systems software;
 - (f) ~~equip teachers to~~ deal with computing issues unique to the classroom, including:
 - (i) computer hardware and software management such as hardware setup, software installation, and user and network level hardware and software troubleshooting and maintenance;
 - (ii) available availability and use of resources such as journals, sources of computer hardware and software, relevant conference titles, and professional organizations;
 - (iii) a continual study of effective pedagogical uses of computers as a means

to stay updated;

(iv) hands-on use of hardware, software, and operating systems common in schools;

(v) advanced placement (AP) course development; and other online/ electronic class formats; and

(vi) ~~include~~ trends and innovations in computing curricula; and

(g) apply assessment tools and practices that range from individual and group tests, to individual and group informal classroom assessment and strategies, including technology-based assessment tools.

AUTH: 20-4-102, MCA

IMP: 20-4-103, MCA

10.58.601 PROGRAM PLANNING AND DEVELOPMENT (1) ~~An advanced program is required to designate a single, designated administrative unit shall be responsible for assuring the quality of post-baccalaureate programs in education. This~~ The administrative unit shall:

(a) ~~share aspects of this responsibility with~~ establishes appropriate units or ~~governance and committees~~ structures;

(b) ~~see that the responsibility is~~ adheres to the conceptual framework which is unified, specific, widely understood, and generally accessible;

(c) ~~make~~ establishes clear ~~provisions~~ operating systems for communication, cooperation, and program coordination within institutions ~~operating several programs;~~

(d) ~~provides~~ information about program objectives, unique and cooperative provisions, and ~~the means of~~ program evaluation; and

(e) ~~makes~~ information and data on program evaluation accessible.

(2) Those ~~institutions~~ professional education units offering both undergraduate and graduate programs shall be consistent in the programs' philosophy, principles, and objectives.

(3) The ~~institutions~~ professional education unit shall be responsible for designing programs ~~within the meaning and scope of teacher education objectives and within~~ that meet the professional educator program standards and the guidelines of its governing board.

(4) The Board of Public Education is ~~responsible for stimulating the development of program objectives and for evolving and carrying out appropriate procedures for teacher certification~~ authorized to establish program and unit standards procedures for educator licensure and endorsement.

(5) All advanced programs shall include the following:

(a) publication of specific program objectives and course of study outlines that show how those objectives can be achieved. When two or more related objectives are served within one broad program, the provisions for achieving each shall be made clear;

(b) ~~provisions for maintaining~~ maintenance of quality and depth of scholarship appropriate to the program objectives;

(c) a breadth of coverage that enables the preparing teacher to develop supporting and related skills and insights in addition to a major emphasis;

(d) ~~program~~ support from adequate staff, equipment, special facilities, including library, and any other general institutional support that maximizes the quality of each program;

(e) ~~a program of~~ supervised practical experience in curricula designed to develop initial competence in teaching or in an area of education specialization. This program shall develop skill in and serve as a basis for evaluating the preparing teacher's performance and recommending appropriate ~~certification~~ licensure and/or master's degree. Adequate time for both on-and off-campus experiences shall be provided to permit adaptation to individual student backgrounds and objectives; and

(f) clear processes for evaluating and recommending graduate students (with reference to their special competencies in terms of specific program objectives) for ~~certification~~ licensure.

(6) The institutions' operating controls shall guarantee the integrity of each program and shall include:

(a) an advisory system for advanced study programs which:

(i) reflects attention to individual student potential;

(ii) uses all instructional resources; and

(iii) recognizes the rapid growth of knowledge;

(b) selective admission and retention procedures to maintain quality students in each program;

(c) student evaluation and degree requirements to support the admission and selective retention procedures as well as maintain harmony with program objectives that are beyond general institutional requirements;

(d) program evaluation procedures to assure continued professional appraisal and improvement;

(e) residence requirements academically appropriate to the applicable program objectives; and

(f) internal provisions to give evidence of harmony between objectives and prerequisites, to the effect that they form a consistent and interrelated whole.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.602 TEACHING AREAS: ADVANCED PROGRAMS (1) Admission to such programs shall be open to persons who already hold a ~~regular teaching certificate~~ Class 2 standard license in a teaching field. The emphasis, in both content and rigor, should be on advanced study in that field.

(2) Learning procedures shall be appropriate to the competence of the students and their growing knowledge in the area of specialization.

(3) The content of special area programs and/or professional education shall provide:

(a) breadth in the field;

(b) the detailed study of one or more specialized aspects of the field; and

(c) access to new research and developments.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.603 ASSESSMENT OF ADVANCED PROGRAMS (1) Advanced programs shall meet or exceed standards of performance equivalent to those established for national professional education accreditation for candidate competence and program quality. Experienced ~~teachers~~ educators in graduate programs ~~should~~ shall build upon and extend their prior knowledge and experiences to improve student learning in classrooms and their own teaching.

(a) They further develop their knowledge, skills, and dispositions to meet standards equivalent to the propositions of the National Board for Professional Teaching Standards for the advanced certification of teachers.

(b) ~~These candidates should demonstrate:~~ The advanced program requires that successful candidates:

- (i) ~~their~~ demonstrate commitment to students and their learning;
- (ii) ~~their~~ demonstrate content knowledge and ability to facilitate students' learning the content;
- (iii) ~~their ability to manage~~ plan, and monitor, and evaluate student learning;
- (iv) demonstrate their ability to think systematically about their practice and learn from experience; and
- (v) demonstrate their involvement as members of learning communities.

(2) Candidates preparing to work in schools as computing specialists, educational communications and technology specialists, curriculum and instruction specialists, principals, reading specialists or supervisors, school administrators, school counselors, school media specialists, school psychologists, school superintendents, and other professional school roles are expected to demonstrate the knowledge, skills, and dispositions necessary to meet professional, state, and institutional standards.

(a) Candidates in these graduate programs also develop their ability to apply, in their professional roles, research, research methods, and knowledge of learning and practices that support learning.

(3) Candidates preparing for support roles in schools (e.g., educational leaders, reading specialists, school psychologists, and school library media specialists) demonstrate the knowledge, dispositions, and performance identified by the profession and reflected in national and state standards and assessments for the field.

(a) These candidates are aware of the scope and purposes of the assessments used by the unit and its programs, as well as how, when, and against what criteria, their knowledge and skills are evaluated throughout their preparation.

(b) The unit uses multiple assessments to determine what candidates know and are able to do.

(c) It develops and assesses performance in well-planned and sequenced field experiences and in clinical practice where knowledge, disposition, skills, and effect on student learning are observed and evaluated.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.707 SCHOOL PSYCHOLOGISTS (1) ~~As a specialty within the profession of psychology, school psychology is founded in respect for the dignity and~~

worth of each individual and in a commitment to furthered understanding of human behavior for the purpose of promoting human welfare. The program requires that successful candidates:

(a) demonstrate an understanding of the articulated training philosophy, mission statement, goals, and objectives;

(b) demonstrate knowledge of the unique history of American Indians as it relates to education, social and emotional development, and academic skills;

(c) demonstrate knowledge of these domains in the field of school psychology:

(i) data-based decision-making and accountability;

(ii) consultation and collaboration;

(iii) effective instruction and development of cognitive/academic skills;

(iv) socialization and development of life skills;

(v) student diversity in development and learning;

(vi) school and systems organization, policy development, and climate;

(vii) prevention, crisis intervention, and mental health;

(viii) home/school/community collaboration;

(ix) research and program evaluation;

(x) school psychology practice and development; and

(xi) information technology;

(d) demonstrate knowledge and understanding of:

(i) orientation to the educational process;

(ii) assessment for intervention;

(iii) direct intervention; and

(iv) indirect intervention.

(2) practica experiences shall be distinct from and occur prior to the internship;

(a) practica occur at time(s), are in settings, and are of sufficient length to be appropriate to the specific training objectives of the program;

(b) there is a direct and obvious relationship between practica experiences and the objectives for which the practica are intended;

(c) practica experiences occur under conditions of supervision appropriate to the specific training objectives of the program;

(d) practica experiences are provided appropriate recognition through the awarding of academic credit;

(e) practica experiences occur with university involvement appropriate to the specific training objectives of the program;

(f) the quality of practica experiences is systematically evaluated in a manner consistent with the specific training objectives of the program;

(g) practica experiences are conducted in accordance with current legal-ethical standards for the profession;

(h) the program shall require successful candidates to demonstrate knowledge of the roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams; and

(i) the program shall require successful candidates to demonstrate knowledge of available school and community resources.

(3) The comprehensive internship is the culminating experience in school

- psychology graduate preparation. The successful school psychologist candidates:
- (a) demonstrate, under supervision, their ability to integrate knowledge and skills in providing a broad range of school psychological services. The internship experience:
 - (i) is provided at or near the end of the formal training period;
 - (ii) is designed according to a written plan that provides the student opportunities to gain experience in the delivery of a broad range of school psychological services;
 - (iii) occurs in a setting appropriate to the specific training objectives of the program;
 - (iv) is provided appropriate recognition through the awarding of academic credit;
 - (v) occurs under conditions of appropriate supervision. Field-based internship supervisors hold a valid credential as a school psychologist for that portion of the internship that is in a school setting. That portion of the internship, which appropriately may be in a non school setting, requires supervision by an appropriately credentialed psychologist;
 - (vi) is supervised. Field-based internship supervisors are responsible for no more than two interns at any given time. University internship supervisors are responsible for no more than 12 interns at any given time;
 - (vii) is based on a positive working relationship and represents a collaborative effort between the university program and field-based supervisors to provide an effective learning experience for the student. University internship supervisors provide at least one on-site contact per semester with each intern and supervisor;
 - (viii) is a provision for participation in continuing professional development activities;
 - (ix) is systematically evaluated for quality in a manner consistent with the specific training objectives of the program;
 - (x) is conducted in a manner consistent with the current legal-ethical standards of the profession; and
 - (xi) occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years. At least 600 hours of the internship are completed in a school setting;
 - (b) complete a field-based internship supervised, on average, at least two hours per week of direct supervision for each intern;
 - (c) accept an internship placement that provides appropriate support for the internship experience including:
 - (i) a written agreement specifying the period of appointment and any terms of compensation;
 - (ii) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists;
 - (iii) provision for participation in continuing professional development activities;
 - (iv) release time for internship supervision; and
 - (v) a commitment to the internship as a diversified training experience.

(4) School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. School psychology graduate programs shall:

(a) establish and maintain an accountability program to assess the knowledge and capabilities of school psychology candidates and of the impact that interns and graduates have on services to children, youth, families, and other consumers;

(b) incorporate different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, systematic valid procedures are used to evaluate and improve the quality of the program, candidate/graduate performance on licensing/certification examinations, and alumni follow-ups), as appropriate, to evaluate and improve components of the program;

(c) apply specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for candidate retention and progression in the program. The criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability);

(d) employ a systematic process that ensures that all students possess the knowledge and professional expertise to collaborate with families and school and community based professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth;

(e) limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program;

(f) exclude credit requirements for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission; and

(g) include a full-time continuous residency or an alternate planned experience for all students. Programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to experiences commonly associated with residency requirements.

(5) The standards for specialist-level programs shall follow those described by the National Association of School Psychologists:

(a) specialist-level programs consist of a minimum of three years of full-time study or the equivalent at the graduate level;

(b) the program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience;

(c) institutional documentation of program completion shall be provided; and

(d) specialist level programs include a minimum of one academic year of supervised internship experience consisting of a minimum of 1200 clock hours.

(6) The standards for doctoral programs shall follow those described by the

National Association of School Psychologists. Doctoral programs provide greater depth in multiple domains of school psychology training and practice as specified in these standards:

(a) doctoral programs consist of a minimum of four years of full-time study or the equivalent at the graduate level;

(b) the program shall include a minimum of 90 graduate semester hours or the equivalent, at least 78 of which are exclusive of credit for the doctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation; and

(c) the program shall include a minimum of one academic year of doctoral supervised internship experience consisting of a minimum of 1500 clock hours.

~~(a) A commitment to understanding and responsiveness to human diversity is articulated and practiced throughout all aspects of the program, including admissions, faculty, coursework, practica and internship experiences.~~

~~(b) The program fosters a commitment to enhancing the strengths of critical socialization institutions such as families and schools through the delivery of school psychological services that are sensitive to the unique needs of systems and organizations, as well as effective in promoting mental health and the acquisition of competencies.~~

~~(2) The essential knowledge base for the professional practice of school psychology encompasses psychological foundations, educational foundations, interventions and problem solving, statistics and research methodologies, and professional school psychology.~~

~~(a) The program employs a systematic process that ensures that all students have a foundation in the knowledge base for the discipline of psychology. That knowledge base shall include:~~

- ~~(i) biological bases of behavior;~~
- ~~(ii) human learning;~~
- ~~(iii) social and cultural bases of behavior;~~
- ~~(iv) child and adolescent development; and~~
- ~~(v) individual differences.~~

~~(b) The program employs a systematic process that ensures that all students have a foundation in the knowledge base for education. That knowledge base shall include:~~

- ~~(i) instructional design; and~~
- ~~(ii) organization and operation of schools.~~

~~(c) The program employs a systematic process that ensures that all students possess the knowledge and professional expertise to collaborate with families and school and community-based professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth. Areas of knowledge and practice shall include:~~

- ~~(i) assessment;~~
- ~~(ii) direct interventions, both individual and group; and~~
- ~~(iii) indirect interventions.~~

~~(d) The program employs a systematic process that ensures that all students are competent consumers of research and new knowledge, and are able to use diverse methodologies to evaluate professional practices and/or programs. That~~

knowledge base shall include:

- ~~(i) research and evaluation methods;~~
- ~~(ii) statistics; and~~
- ~~(iii) measurement.~~

~~(e) The program employs a systematic process that ensures that all students have a knowledge base specific to the professional specialty of school psychology.~~

~~That knowledge base shall include:~~

- ~~(i) history and foundations of school psychology;~~
- ~~(ii) legal and ethical issues;~~
- ~~(iii) professional issues and standards;~~
- ~~(iv) alternative models for the delivery of school psychological services;~~
- ~~(v) emergent technologies; and~~
- ~~(vi) roles and functions of the school psychologist.~~

~~(3) Practica are an essential component in the professional preparation of school psychologists. The program provides a sequence of closely supervised practica experiences through which students practice and are evaluated regarding their mastery of distinct skills consistent with the goals and objectives of the program.~~

~~(a) Practica experiences shall include:~~

- ~~(i) orientation to the educational process;~~
- ~~(ii) assessment for intervention;~~
- ~~(iii) direct intervention; and~~
- ~~(iv) indirect intervention.~~

~~(b) Practica experiences shall be distinct from and occur prior to the internship;~~

~~(c) Practica occur at time(s), are in settings, and are of sufficient length to be appropriate to the specific training objectives of the program;~~

~~(d) There is a direct and obvious relationship between practica experiences and the objectives for which the practica are intended;~~

~~(e) Practica experiences occur under conditions of supervision appropriate to the specific training objectives of the program;~~

~~(f) Practica experiences are provided appropriate recognition through the awarding of academic credit;~~

~~(g) Practica experiences occur with university involvement appropriate to the specific training objectives of the program;~~

~~(h) The quality of practica experiences is systematically evaluated in a manner consistent with the specific training objectives of the program;~~

~~(i) Practica experiences are conducted in accordance with current legal-ethical standards for the profession;~~

~~(j) The practica shall acquaint students with roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams; and~~

~~(k) Practica experiences shall familiarize students with available school and community resources.~~

~~(4) The internship is the culminating experience in school psychology graduate preparation. A comprehensive internship experience is provided through which all students are required to demonstrate, under supervision, their ability to~~

integrate knowledge and skills in providing a broad range of school psychological services. The internship experience reflects the following characteristics:

- ~~(a) The internship experience is provided at or near the end of the formal training period;~~
- ~~(b) The internship experience occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years;~~
- ~~(c) The internship experience is designed according to a written plan that provides the student opportunities to gain experience in the delivery of a broad range of school psychological services;~~
- ~~(d) The internship experience occurs in a setting appropriate to the specific training objectives of the program;~~
- ~~(e) The internship experience is provided appropriate recognition through the awarding of academic credit;~~
- ~~(f) The internship experience occurs under conditions of appropriate supervision. Field-based internship supervisors hold a valid credential as a school psychologist for that portion of the internship that is in a school setting. That portion of the internship, which appropriately may be in a non-school setting, requires supervision by an appropriately credentialed psychologist;~~
- ~~(g) Field-based internship supervisors are responsible for no more than two interns at any given time. University internship supervisors are responsible for no more than 12 interns at any given time;~~
- ~~(h) Field-based internship supervisors provide, on average, at least two hours per week of direct supervision for each intern;~~
- ~~(i) The internship is based on a positive working relationship and represents a collaborative effort between the university program and field-based supervisors to provide an effective learning experience for the student. University internship supervisors provide at least one on-site contact per semester with each intern and supervisor;~~
- ~~(j) The internship placement agency provides appropriate support for the internship experience including:
 - ~~(i) a written contractual agreement specifying the period of appointment and the terms of compensation;~~
 - ~~(ii) a schedule of appointment consistent with that of agency school psychologists;~~
 - ~~(iii) provision for participation in continuing professional development activities;~~
 - ~~(iv) expense reimbursement consistent with policies pertaining to agency school psychologists;~~
 - ~~(v) an appropriate work environment including adequate supplies, materials, secretarial services, and office space;~~
 - ~~(vi) release time for internship supervisors; and~~
 - ~~(vii) a commitment to the internship as a training experience.~~~~
- ~~(k) The quality of the internship experience is systematically evaluated in a manner consistent with the specific training objectives of the program; and~~
- ~~(l) The internship experience is conducted in a manner consistent with the current legal-ethical standards of the profession.~~

~~(5) Systematic evaluation of coursework, practica, internship experiences, faculty, supervisors, and institutional resources is essential to monitoring and improving program quality.~~

~~(a) Systematic evaluation procedures are used to ensure the integrity and quality of the program. Different sources of information are used, as appropriate, to evaluate components of the program.~~

~~(b) The program employs a systematic process to ensure that all students, prior to the conclusion of the internship experience, are able to integrate domains of knowledge and applied professional skills in delivering a comprehensive range of services that result in measurable positive changes regarding the educational and mental health needs of children and youth.~~

~~(c) The program systematically collects, analyzes, and interprets process and performance evaluation data; results are used to improve the program.~~

~~(6) The following program level and structural requirements apply to both doctoral and specialist-level programs:~~

~~(a) The program shall limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program;~~

~~(b) Program requirements exclude credit for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission;~~

~~(c) A full-time continuous residency or an alternate planned experience is required for all students. Programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to experiences commonly associated with residency requirements; and~~

~~(d) The program shall provide an active continuing professional development program for practicing school psychologists.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.801 TYPES OF PROGRAMS (1) New, innovative, and experimental programs include but are not necessarily limited to the following:

~~(a) new approaches:~~ programs designed to develop new approaches, new arrangements, and/or new contexts for the preparation of school personnel;

~~(b) new positions:~~ programs designed to prepare school personnel for new types of positions that are emerging in modern education;

~~(c) special needs:~~ programs designed to meet the special needs of particular segments of society; and

~~(d) specific curricular areas:~~ programs designed for specific curricular areas for which recognized standards have not yet been developed.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

10.58.802 STANDARDS FOR APPROVAL (1) The institution unit shall provide a clear statement justifying the request for the approval of ~~an~~ a new,

innovative, or experimental or innovative program. That statement shall include the program's assumptions, rationale, and objectives.

(2) Each program shall:

(a) be based on a statement of the purpose and objectives of teaching in this area and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall:

(i) be prepared cooperatively by the agencies concerned with teacher education;

(ii) be based on analyses of current practices and trends in this field of the public school curriculum; and

(iii) be available in writing;

(b) include ~~a clear statement~~ articulation of the competencies teachers need in this area. This statement of competencies shall:

(i) include attitudes, knowledge, understanding, skills, and the degrees of expertise teachers need;

(ii) be based on the program's statement of objectives outlined in ~~subsection (2)(a)~~ above; and

(iii) be available in writing;

(c) include a description of the process used to prepare personnel;

(d) develop provisions for keeping records of the students' progress in the program;

(e) make arrangements for systematic and scheduled program ~~review~~ evaluation by both the ~~institution~~ unit and the Office of Public Instruction;

(f) be supported by identifiable human and physical resources that will be available throughout the duration of the program. Any resources not under the control of the institution shall be outlined and confirmed by the Board of Public Education;

(g) include a timetable setting forth:

(i) the program's beginning and ending dates;

(ii) the sequence of activities that will occur;

(iii) selection and schedules of intervals for competency and program evaluations; and

(iv) the approximate dates for submitting periodic program reports to the appropriate institutional officials and to the Superintendent of Public Instruction; and

(h) ensure that program evaluations have definite provisions for performance criteria and follow-up at specified intervals. The evaluations shall:

(i) be guided by a plan that defines and specifies the kinds of evidence that will be gathered and reported;

(ii) give information that identifies areas in the program that need strengthening; and

(iii) be used to suggest new directions for program development.

(3) The preparing institution shall be responsible for the administration of the program. Within this responsibility it shall establish and designate the appropriate division, school, college, or department within the institution to act on all matters relating to such program, according to general institutional policies.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

5. The rules proposed for repeal are as follows.

ARM 10.58.201 on page 10-859 of the Administrative Rules of Montana
ARM 10.58.202 on page 10-859 of the Administrative Rules of Montana
ARM 10.58.203 on page 10-861 of the Administrative Rules of Montana
ARM 10.58.204 on page 10-862 of the Administrative Rules of Montana
ARM 10.58.208 on page 10-864 of the Administrative Rules of Montana
ARM 10.58.409 on page 10-870 of the Administrative Rules of Montana
ARM 10.58.410 on page 10-870 of the Administrative Rules of Montana
ARM 10.58.701 on page 10-917 of the Administrative Rules of Montana
ARM 10.58.704 on page 10-918 of the Administrative Rules of Montana

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

6. Statement of Reasonable Necessity: The Board of Public Education finds that it is reasonable and necessary to adopt, amend, and repeal the rules pertaining to educator preparation programs because the board is charged to provide for reasonable training and experience requirements pursuant to 20-4-102, MCA. The board recognizes the need to reassess educational needs on a cyclical basis and recognizes that its standards represent the minimum standards that are the basis upon which a quality educator preparation system is built and maintained and strives to conform to a seven year review cycle for the rules pertaining to educator preparation programs.

7. Concerned persons may present their data, views, or arguments, either orally or in writing, at the hearing. Written data, views, or arguments may also be submitted by mail to the Board of Public Education, P.O. Box 200601, Helena, Montana 59620-0601, or by e-mail to smeloy@bpe.montana.edu and must be received no later than 5:00 p.m. on November 16, 2006.

8. Steve Meloy has been designated to preside over and conduct the hearing.

9. The Board of Public Education maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request which includes the name and mailing address of the person to receive notices and specifies that the person wishes to receive notices regarding educator preparation programs or other school related rulemaking actions. Such written request may be mailed or delivered to Steve Meloy, P.O. Box 200601, Helena, Montana 59620-0601, faxed to the office at (406) 444-0847, by e-mail to smeloy@bpe.montana.edu, or may be made by completing a request form at any rules hearing held by the Board of Public Education.

10. The bill sponsor notice requirements of 2-4-302, MCA, do not apply. The requirements of 20-1-501, MCA, have been fulfilled. Copies of these rules have been sent to all tribal governments in Montana.

/s/ Diane Fladmo
Diane Fladmo, Chairperson
Board of Public Education

/s/ Steve Meloy
Steve Meloy, Rule Reviewer
Board of Public Education

Certified to the Secretary of State September 25, 2006.